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# John Bull's other island

In the paranoid imaginings of the left Northern Ireland is sometimes regarded as a testing ground for policies that may still be unacceptable in Britain. Although this view is naively extreme and the analogy unfairly fetched, the Government's proposal to revoke the present charter of the New University of Ulster at Coleraine and to create a new university based on NUU, its Magee satellite in Derry, and the Ulster Polytechnic on the northern outskirts of Belfast cannot be regarded as a local issue. For those who interpret this plan as an effective decision to take Coleraine out of the university sector, the closure of a university in however oblique a form is bound to send a chill through a beleaguered university system. For those who are prepared to give the Government the benefit of the doubt, this proposal to create a new kind of university with many sub-degree courses and a growing commitment to continuing education sets a radical precedent which may help to shake loose our present far-too-rigid binary policy in England and Wales.

It is difficult to criticize the Government's intentions but all too easy to feel profound scepticism about the eventual outcome of its plan. It was right to reject the cramped conclusion of the Chilver report that NUU should become in effect a centre of continuing education and other modified Model E-style development. Not only would such a plan have reduced Coleraine to a subordinate and even marginal position in relation to the rest of Northern Irish higher education (just as Coleraine's foundation undermined the future of Magee), but the prospects for progressive but peripheral development in a higher education system caught in a process of enforced retrenchment are very slight. If the conclusion is reached that Coleraine is not working as a university - a conclusion that is by no means inevitable on its record - then it is extremely difficult to see how it can work better as a sub-university.

Although the Government was right to reject Chilver, its own plan may turn out to be very little different in its final outcome. First, it is clear that its proposal would involve a similar down-grading of the status of NUU. Under the new arrangement Queen's would provide traditional university education in Northern Ireland with the new institution providing the rest. So although it is possible that under these new conditions Coleraine might be able to hang onto its conventional undergraduate courses and to maintain its research commitment, neither seems very likely.

Secondly, as the Chilver report points out, the centre of gravity of any merged institution will almost certainly be in Belfast (Ulster Polytechnic) with a secondary centre in Derry (Magee) and Coleraine in an uncomfortable third place. Not only are the polytechnic's present practices far closer to the mission suggested for the new university but its position close to a major centre of population means that it is far better equipped to undertake less conventional and less traditional forms of higher education than a purpose-built green-fields campus university a mile or so outside a small market town.

Of course, Coleraine is well equipped and sited for in-service courses for teachers and other short residential courses and of course for "distance learning". But it is difficult to see such activities growing to a point where they can sustain even a much shrunk NUU. As for more conventional courses Coleraine can fare not better, and maybe worse, within a merged institution than as a free-standing university. In the end the Government's proposal can soften but not deflect the blow.

The whole exercise - Chilver and the Government's alternative plan - is a demonstration of the simple fact that if the wrong question is asked no satisfactory answers can be found however well intentioned and well informed the participants in the exer-

cise may be. The starting point, that Northern Ireland has too much higher education and that this over-supply must be seen against a background of a more contestable over-supply of higher education in the United Kingdom as a whole, poisoned the whole exercise. So it is not surprising that all that what we are offered is decline with passivity and pessimism (Chilver) or with a human face (the Government's alternative).

The idea that the merged institution may act as a path-finder in higher education, as the first trans-binary or comprehensive university, is instinctively attractive. But it is balanced by the rather more sober idea that in the present public expenditure climate mergers are all too frequently a prelude to rationalization, that over-worked euphemism for a sad retreat from diversity and for contraction. Both are perhaps wide of the mark. What is proposed is a Northern Irish solution to a Northern Irish problem.

There is little point perhaps in going back over the decisions, many difficult to understand today, that have led to the unhappy present. The original decision to establish a new university in Ulster (and to build it in Protestant Coleraine rather than Catholic Derry), the rapid, comprehensive, but uncontrolled development of the polytechnic, despite the danger of duplication with Coleraine and Queen's and the distorting effect this development had on further education in Belfast, (the understandable) failure to produce a rational system of teacher education in Northern Ireland - all no doubt will continue to be much disputed. The real question is whether Chilver and/or the Government's alternative plan offer a solution or merely an addition to these earlier failures. Sadly they are both far more likely to be the latter than the former, another monument to the insensitivity of the English to the needs of Ireland rather than a generous exercise in responsible public administration.

# A fair trial for NAB

The first meetings of the National Advisory Board (NAB) were bound to be edgy. It was only with great difficulty that the polytechnic directors and college principals were persuaded to send representatives to a body which they believed to be dominated by the local authority interest. Their instinctive hostility to a body which represented such a substantial retreat from the Government's original plan to establish a college and polytechnic sector effectively free from local authority control was not reduced by the fact that it was to be presided over by an Oxford head of house. The favourite conspiracy theory oscillated between views of the new National Advisory Board as a Mayor Daley-style stitch-up by the local authorities to an Cambridge plot to tame the binary policy. The Council for National Academic Awards shared some of these doubts about the value of the new arrangements, although for more severely academic reasons.

For the present this campaign of opposition has been unsuccessful. The National Advisory Board is the only national body of polytechnics and colleges are going to get for the foreseeable future. For this reason if for no other it should be given a fair trial. But a fair trial will be impossible if a minority of the members of the board behaves as an unreconciled and unresolvable opposition. There are already some worrying signs that this may be beginning to happen. Last week's moaning an exceptionally long time was spent on the minutes

of the previous meeting, always an ominous sign, and the drift of much of the discussion about the chairman's appointments to the chairmanships of the board's working groups seemed to be to a position that such appointments should be made on "political" as much as academic grounds.

It is in no one's interests that this incipient politicization of the operation of the National Advisory Board should be tolerated. The issues which the board and the whole of the non-university sector will have to face over the next two or three years are grave enough already without the extra complication of having to be considered all the time in the distasteful context of loyalty to or secession from local government.

If the process is not checked before it has become institutionalized, the consequences will be damaging to both sides in this semi-constitutional dispute. The most likely result would be that the board itself would become an ineffective forum for decision taking and the real power would come to lie with the executive officers or with upwards to the committee of the Department of Education and Science. Another almost certain result would be that the board would take properly constituted academic decisions would be expedited rather than enhanced by a continuing obsession with the larger constitutional questions.

debate about the future government of the polytechnics and colleges, let alone a ceasefire on the local authorities' terms. Dr Birch's suggestions for the reform of the National Advisory Board (page 11) are an important contribution to what is a very necessary debate (although we have more sympathy for his detailed recommendations than for the context that informs them). But it is important to keep the two strands of policy separate. The detailed operation of the board is not the proper context for this wider debate about the future of the polytechnics and colleges.

Nor is it a body to which an institutionalized opposition can make much contribution. The board has a very important and difficult job ahead to steer the non-university sector through the cuts with as little collective damage as possible. As a far better chance for consensus it has a far better chance of succeeding than as a cockpit of factions. It would be very sad if the understanding and disappointment felt by those who had hoped for a fundamental change in the constitutional arrangements governing colleges and polytechnics were to spill over into the detailed decisions that the new board must take. The local authority representatives and the executive officers should recognize the justifiable sensitivity of the director and principal representatives. In return they should retain their *ultras* and be guided by the majority moderate opinion presented by Dr Birch.

# Laurie Taylor



Dear Mr and Mrs Dobson,  
I am writing in connection with your son's application for admission to this department in October this year.

I must admit that we thought Michael was something of a "topper" when we first looked at his UCCA form. He had scrambled through a very routine set of 0 levels, failed to pass in either modern languages, and was described by his headmaster in the accompanying reference as "solid - from the neck up".

More from a wish to see such an obvious chump than from any serious thought of admitting him, we decided to give him an interview which, as you will probably know, took place last Wednesday.

"Disaster" is putting it mildly. Not only did the dumb clock go to the wrong college and end up by arriving nearly an hour late, but he did so plainly forgotten the subject he wished to pursue. And would you believe it, when we asked him why he wanted to come to this university, he just stared back in that groggy way which you and Mrs Dobson must know so well and said "Which university?" Would you credit it?

So, as you will understand, we had no difficulty whatsoever in deciding that your son's application was a veritable dog's dinner. One of those rejects where you really cringe at the box with enthusiasm.

However, in the final processing of his UCCA application we did observe that Mr Dobson's occupation was described as company director, and noted that your home address was given as "The Laurels", Ebor. Surely this suggests that Michael may be eligible for a new scheme which this department has recently introduced in response to certain internal administrative pressures.

This scheme, which we have named the WADHAM scholarship, allows the rich parents of complete dead-beats and no-hopers to secure admission of their offspring to university by what we call an "alternative route". There are some complicated aspects to this procedure, but roughly speaking what it allows is to put 500 quid's worth of used credit in an envelope and send it to us in the next 24 hours, round the post-box and put a big tick in the *conditional offer* section. All Michael then needs to do to ensure a university place is to stay alive until October. (Although I must say that, given the amount of traffic in Ebor, this is by no means a foregone conclusion.)

If you do decide to enter your son for the Wadham Scholarship, you might also be interested to hear that we are at present offering, for a very limited period only, some lower second degrees at £1,999. (The only problem here though is that Michael would have to collect his own degree.)

Anyway, let me know what you think about all this. Do consider it seriously. After all, its hardly your fault that you've ended up with such a complete buffoon for a son. Why should you have to be persecuted in the shade because other parents' kids are clever enough to be able to pick up a handful of good A-levels?

Remember our little slogan:  
GO WADHAM  
AND SADIAM  
Yours sincerely,  
G. Lapping

# The Times Higher Education Supplement

April 2, 1982 No 491 Price 45p

## Engineers press for UDI as SERC ponders staff cut

by Robin McKie  
Science Correspondent  
A proposal to cut staff in its engineering division by almost a third is being studied by the Science and Engineering Research Council. This comes as engineering professors have decided to press for their own Engineering Research and Development Council because of "mounting dissatisfaction" with the SERC's "adequate" support.

The internal SERC plan, prepared by its management services group, is bound to embarrass the council as its officials are now defending attempts to split it into separate scientific and engineering research organisations. Last week senior SERC officials attended the annual Engineering Professors' Conference to defend the council's record for supporting research.

An inspection report of the engineering division says that staff responsible for running and supporting engineering research grant awards has cut from 72 to 52, including the removal of 11 executive officer posts. Professor Robert Smith, outgoing chairman of the Engineering Professors' Conference said: "If these figures are correct I will be very worried for such reductions run counter to all the pressure we have been mounting for engineering to be treated as a sector as important as basic science."

At its meeting last week, the EPC instructed its committee "to urgently explore ways" of achieving an ERDC. In particular the professors are to seek the formal views and support of the newly-formed Engineering Council and the engineering institutions. It is

also intended to make a submission to the Lords' Select Committee on Science and Technology and to discuss the issue with the SERC's engineering board.

Professor Smith acknowledged that the engineering professors' campaign could take many years although he, and the new chairman Professor David Johns, of Loughborough University, both believed they would get the new body eventually. In its official discussion paper, the EPC recommends that the Department of Education and Science be asked, by no later than summer next year, to inaugurate a separate council. The EPC report states that historical factors have resulted in engineering occupying a weak position in higher education. "The respectability of pure science, and its resulting power, have tempted engineering teachers to emphasize those parts of engineering which impinge closely on basic science. Engineering is not a sub-set of science like astronomy or high-energy physics. This distortion will never be cured until engineering has its own base."

The professors also complain that in 1979-80, only 16 per cent SERC's funds were spent on engineering research and postgraduate training. "The SERC's finances make clear why engineering is a minority interest within it - although the national interest could well require a reversal of this position."

Professor Smith added that although it had originally been intended to set up the proposed ERDC under the DES, there was now pressure from some professors that it be set up under the Department of Industry. Leader, back page

## Grants for part-timers proposed

by Patricia Santinelli

Mandatory grants for student on part-time and short full-time courses and student mortgages are among proposals put forward in a major report on continuing education published this week.

The report *Continuing Education: From Policies to Practice* by the Advisory Council for Adult and Continuing Education says the proposals spanning a 20 year period will ensure that students get greater opportunities and resources. The council is calling for a complete shift towards a comprehensive system of continuing education.

Dr Richard Hoggart, council chair, said that in spite of the recession the right cash limits now was an envelope and send it to us in the next 24 hours, round the post-box and put a big tick in the *conditional offer* section. All Michael then needs to do to ensure a university place is to stay alive until October. (Although I must say that, given the amount of traffic in Ebor, this is by no means a foregone conclusion.)

Mandatory grants for part-time and short full-time courses; for distance learning and face-to-face tuition will ensure a major barrier to adults' access to education, it says. Courses supported for mandatory grants are: research and higher, basic, non-degree degrees at £1,999. (The only problem here though is that Michael would have to collect his own degree.)

Anyway, let me know what you think about all this. Do consider it seriously. After all, its hardly your fault that you've ended up with such a complete buffoon for a son. Why should you have to be persecuted in the shade because other parents' kids are clever enough to be able to pick up a handful of good A-levels?



New man in the driving seat - Neil Stewart at the wheel of a 1931 Alvis featured in a competition.

by David Jobbins

The Left Alliance, which has controlled the National Union of Students since its formation three years ago, was all but wiped out by Labour candidates in a series of defeats in this week's elections for the union's full-time posts.

Mr Neil Stewart, the Labour candidate for the presidency needed only three ballots to secure a convincing 347-193 votes victory over Mr Douglas Hard, of the Alliance. The National Association of Labour Students went on to take three of the five full-time posts and the Communist Party was left without any of the main posts for the first time in more than 10 years.

Immediately after Tuesday's voting the first tentative steps towards ensuring that the tables are turned next year being taken. But it was clear that if the Left Alliance, a loose association of the Communist Party and centrist students

## Students say no to Alliance

cannot stage a return then, it will be finished.

Mr Alan Watson was re-elected for a second term as the national treasurer without a challenge from the Alliance. And Mr Tommy Sheppard, one of NOLS' toughest campaigners beat the Left Alliance rival for vice-president (education) by 381 to 256 votes after five ballots.

While Left Alliance activists were disappointed at that result they were bitter at the outcome of the elections for the vice-president, welfare. NOLS had pledged support to the Left Alliance candidate, Mr Trevor Gill, who is a member of the Labour Party. Instead the post went to Sarah Veale, also in the

Labour Party but standing for the Socialist Students' Alliance.

They accused NOLS of failing to deliver the votes promised to Mr Gill and instead supporting Ms Veale. But senior NOLS people attributed Veale's win to her considerable personal vote, an explanation greeted with scepticism by the Left Alliance. Its only full-time executive member is Ms Jane Taylor, who was supported by NOLS and elected on the largest vote of the day - 421, 343 votes clear of her nearest rival, "wet" Tory Mr Paul Goodman.

The outcome was a personal blow to Mr David Aaronovitch, the retiring president. While the Tories had failed to make much impact, it was clear that the new link between the Social Democratic and Liberal students had begun to make major inroads into the middle ground of student politics.

## Aberdeen redundancy row grows

by Olga Wojtas  
Scottish Correspondent

A power struggle was developing at Aberdeen University this week following the senate veto of the court's decision to declare a state of redundancy.

The senate rejected the court's stance by 50 votes to 33 with two absences. However the principal, Professor George McNichol, and the administration maintain the court's decision still stands.

Last week Professor McNichol said he hoped to lose 57 posts by voluntary means as far as possible, but the university had to secure its position by taking preliminary steps towards compulsory redundancy. He hoped the senate, "a body of reasonable men", would accept this.

But the senate, which has already rejected compulsory redundancies three times, condemned the court's move as unnecessary, and unanimously passed a motion calling for the court to "evaluate in detail" an alternative scheme of work-sharing and of academics foregoing a possible 6 per cent pay rise.

The Association of University Teachers is taking legal advice on whether the court can be interdicted from declaring redundancies. It claims the court has exceeded its powers by taking initiative on matters which should have been referred to it by senate.

Mr John Akker, deputy general secretary of the AUT, said if the principal rejected the senate view, "the university is on a collision course with academics and the AUT which will tear it apart."

To prove that compulsory redundancies are unnecessary, the AUT has appointed accountants to examine the university's finances.

The court is to meet on April 27, and Dr Henry Sefton, president of Aberdeen's AUT, said it would be duty bound to take what the senate had said more seriously than it had.

The AUT is to hold an emergency national executive committee meeting next week on Aberdeen, to consider contingency plans for industrial action including pulling out all Aberdeen's external examiners if the court will not change its decision.

## Poly student boom

New enrolments on full-time and sandwich courses in colleges and polytechnics rose by 10 per cent this year, according to statistics released by the Department of Education and Science this week. 98,000 students joined the first year of courses in October compared with 89,000 in 1980.

Statistical Bulletin 682; Enrolments on Advanced Further Education Courses 1981-2, DES.

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# Bedford merger approved

by Ngaio Crequer

London University's Bedford and Royal Holloway colleges have agreed to merge, with Bedford moving to the RHC site at Egham, Surrey.

After months of speculation and negotiation, with both colleges courted and being courted by different partners, King's and Westfield with Bedford, and Brunel with RHC, a decision was made this week.

Bedford will sell its lease on the Regent's Park site and the first departments are likely to be operated from Egham by this summer. The University Grants Committee will be asked to provide extra money to pay for the merger.

With this development in the west, London's other main growth point will be Queen Mary College in the east, which is also having confidential talks on either merger or collaboration with Goldsmith's College.

The Bedford/RHC merger will be a great boost for the Bedford principal, Professor Dorothy Wedderburn, who came under pressure from many staff who preferred a Westfield merger.

Professor Randolph Quirk, vice chancellor of London, said this week. "This is an academically realistic solution and it does see emerging out of the University Grants Committee the academic master plan for a stronger University of London."

He said the potential growth of the new college was most exciting. "This scheme maintains the unity and integrity of Bedford, which none of the other options gave promise of. It follows exactly the academic guidelines laid down by the subject area review committees and the Academic Council."



Sir Keith Joseph, Secretary of State for Education, meets students at the opening of Nene College's Blackwood Hodge Management Centre in Northampton. The centre cost £1.7m, all of which was provided by a charitable fund established by the first chairman of Blackwood Hodge Ltd.

# Further teaching cut proposed

by Patricia Santinelli

Cuts of 20 per cent in the intake of teacher training students for 1983 followed by a smaller reduction over the next two years were expected to be recommended to the Government this week.

The cuts were discussed by the Advisory Committee for the Supply and Education of Teachers meeting to find a solution to the oversupply of newly-trained teachers and the need for a swing from secondary to primary training in the next decade. If the cuts are recommended it spells closure for institutions and

courses, particularly in the secondary training sector, where the major reduction has to come.

It is believed that the committee thinks that a 20 per cent cut in one year will not damage the system beyond repair but further cuts for 1984 and 1985 are more likely to be in the range of 15 to 12 per cent.

The committee was also expected to endorse a recommendation for the 20 per cent cut in intakes to post-graduate certificate of education courses imposed last year should continue in the following years for secondary PGCE and secondary BEd courses.

This would mean that from next year admissions to PGCE would be limited to 7,350 students, 4000 in universities and 3,350 in the public sector. Secondary BEd admissions would be limited to 2,250, 250 in universities and 2,000 in the public sector.

At the same time the committee will recommend the primary PGCE courses should increase to a total of 3,200 students each year, 1,000 in universities and 2,200 in the public sector. For primary BEd the increase would be to 6,250, 250 in universities and 6,000 in the public sector.

# Lecturers reject transfers

by Paul Flather

Social science and arts lecturers at Birmingham Polytechnic are to refuse to teach students transferred from other institutions where courses have closed because of specific cuts.

The faculty board of social sciences and arts has passed a resolution pointing out that institutions have contractual obligations to all the students they admit, and stating that they will not accept forced transfers.

The resolution has been passed by the academic board for approval with a further resolution that it be commended to all other boards of academic boards.

The British Sociological Association has already approved a policy asking members to refuse to teach students turned away or transferred from courses that are closed but has not intervened at Birmingham.

Mr Cyril Spector, head of the Birmingham faculty said: "We are very concerned about the scale of course closures and about reduction in student intake."

"Cuts as a whole are penalising students. We realise that students involved may suffer. But in the end everyone suffers if courses are closed. We want to fight to maintain the range of work offered in different institutions."

Birmingham is facing a cut of £657,000, equivalent to three departments, in its budget for next year. The social work course faces a 3 per cent cut, and course options in the librarianship could go.

The BSA has asked members to look very carefully at cases where students are transferred because of course closures, but has not issued definite instructions.

Birmingham is meanwhile trying to negotiate a long-term budgetary pact with the city education authority. The polytechnic is concerned by repeated one-off cuts cause damage to academic planning.

Senior officers from the Council for National Academic Awards attended talks at the polytechnic on Monday to discuss threats to academic standards from cuts in content to fit Birmingham's needs standards for the moment.

# OU may open to teenagers

More teenagers may be admitted to the Open University after all, despite a decision to the contrary earlier this year.

Proposals to reduce the minimum age for admission from 21 to 18, applied throughout the OU, will be reconsidered on advice from the university council. The committee was concerned that the admission of six former members who had failed to obtain full-time university places would endanger standards.

Last year 57 people under 21 were offered a place under a special scheme in the admissions procedure. It allows in the under-aged in special circumstances. These include: students who are domestic, cultural or working conditions or unemployment likely to affect career development.

# Architects score awards victory

A three-year battle to secure mandatory awards for students on courses at the Architectural Association School of Architecture ended in success this week. In a surprise announcement, Mr William Waldegrave, under-secretary for higher education, told MPs courses at the school would be designated from September.

The school, while welcoming the news, claimed that it would be treated less generously than University College, Buckingham, which submitted its application for mandatory awards at the same time. The maximum fee for the AA has been set at £480, while Buckingham has been given permission to charge £1,280 next year.

# Censorship row at Trent Polytechnic

by Paul Flather

Relations between the academic board and the chairman of Education and Science at Trent Polytechnic have been strained by a row involving claims of censorship.

The academic board claimed the right to submit independent views to the Department of Education and Science on last year's consultative report of the Scottish Tertiary Education Council which proposes its removal from local authority control.

The council advised that Scotland's three most prestigious further education colleges including Napier which specialises in advanced further education be centrally funded and run with non-advanced further education remaining in the hands of local authorities. However a minority of the council added its own report suggesting that all tertiary education excluding the universities be centrally funded but run by the local authorities.

He denied allegations of censorship. "In fact the exact reverse has occurred because we have allowed the academic board to send in its views." Two submissions - from the academic board backing model B and from the governors backing model A - are now being sent to the DES.

Trent polytechnic is reluctant to comment on the matter. The polytechnic is also concerned over a £50,000 cut in its £27m budget for 1982-83 imposed by the local authority. The issues raised were firstly if the

academic board had the right to submit its own views, and secondly how far did the governing body have to endorse those views. "It does raise the issue of who has the final say," said Mr Riddell.

He said the academic board must have clear freedom to discuss and advise on academic matters. "But I Green Paper on the future funding and management of non-university higher education."

It was strongly in favour of centralised control, as laid out in model B, but was instructed by Councillor Fred Riddell, chairman of the governors and of the county council education committee, not to send in its views.

The matter was then taken to a governors' meeting where the right of the academic board to submit its views was upheld by 20 votes to five after a lively debate. After a second debate the governing body opted by 15 votes to 12 in favour of model A, retaining local authority control.

The issues raised were firstly if the

# College rejects its local roots

by Olga Wojtas  
Scottish Correspondent  
Edinburgh's Napier College of Technology has voted to back the recent report of the Scottish Tertiary Education Council which proposes its removal from local authority control.

The council advised that Scotland's three most prestigious further education colleges including Napier which specialises in advanced further education be centrally funded and run with non-advanced further education remaining in the hands of local authorities. However a minority of the council added its own report suggesting that all tertiary education excluding the universities be centrally funded but run by the local authorities.

# EEC pledges help for young people

The first step in a strategy to give all school leavers in Common Market countries a guarantee of education and training is nearing completion, a conference on Ways to Work was held in London this week.

Mr Ivor Richards, member of the Commission of the European Communities, responsible for employment, social affairs and education, said he hoped that during the review of the European Social Fund this year it would be possible to stretch the rules on fund eligibility to support the strategy.

The strategy will start with "a progressive extension in the number of training places for young people." Mr Richards said that the commission will be shortly presenting its action programme on the training implications of new technologies. By summer it hoped to produce a more comprehensive strategy regarding initial and continuing vocational training.

"These initiatives will provide many basic policy guidelines for future Community financial intervention by the European Social Fund. It is also quite likely that in May education ministers will decide to repeat the success of pilot programmes launched in 1976 by agreeing to a second series of projects", Mr Richards said.

Moreover it stresses that it is inefficient because it duplicates efforts

# 16 plus exam delayed

There will be no end to O levels and CSE exams until the Government has firm evidence that a single 16 plus examination would be more efficient, it was decided this week.

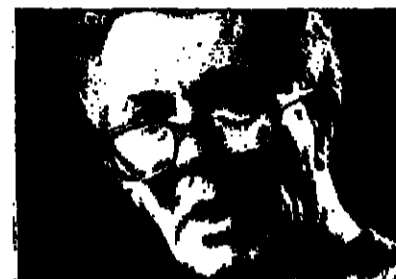
In a draft policy document on 16 plus examinations, Sir Keith Joseph, Secretary of State for Education, makes clear that the introduction of a new exam depends on the completion and appraisal of draft national criteria which examination boards have been asked to prepare by next January.

Announcing the publication of the document at the Secondary Heads Association conference in Exeter, Sir Keith said: "The deficiencies of the existing system are very real and reforms are needed. But we are not prepared to make a leap in the dark."

Local authorities, teachers unions and associations, examining bodies and other organizations have been given until the middle of May to comment on the draft document.

In its outline of deficiencies, the document states that the CSE certificates are held in low esteem and that this may reduce pupils' motivation and lead teachers to expect less of them.

Moreover it stresses that it is inefficient because it duplicates efforts



Sir Keith Joseph: four tests

by the examination boards and because pupils enter for both O level and CSE examinations in the same subject.

A new single examination might, according to the document, be known as the General Certificate of Secondary Education, and be awarded on a single scale of several grades by the GCSE and CSE boards acting jointly.

The single system would be judged on four tests: whether it does justice to all pupils in the range of ability for which the current examinations are designed and sets equal standards, whether it promotes good educational practice, makes arrangements intelligible to parents and employers and is more efficient.

Leader, back page

# V-Cs talk with Sir Keith

The vice chancellors of Aston, Bradford, Keele, Bradford, Surrey and City universities met Sir Keith Joseph, the Education Secretary, this week to press their case on the cuts.

The meeting which the vice chancellors had been trying to arrange since last November, covered both policy issues and detailed problems arising out of implementation of the cuts.

A number of questions revolved around the limitations of the Government composition scheme for lecturers; the legal and fiscal problems of re-employing redundant staff, part-time and staffing difficulties as courses are run down or discontinued in 1984.

The Government has also announced details for compensation for non-academic staff. In reply to a parliamentary question, Mr William

Waldegrave, junior minister, said that for non-academic staff made redundant before September 30, 1984 pensionable staff over 50 may have their accrued pensions and lump sum benefits paid immediately, with enhanced years up to a maximum of ten years. The upper earnings limit relating to the calculation for compensation will not apply.

University trade unions are circulating a leaflet attacking the cuts to members of the nine UCU affiliated unions and the National Union of Students as part of the effort to get their opposition over to the general public. The unions sank their differences to set up the Universities National Joint Union Committee last year to fight the threat to their members' jobs and to educational opportunities.

# NUU's merger fears

continued from page one

"I hope we will be able to persuade people to take the united view but what I fear most is the incredible difficulty in filling vacant posts. We have been seeking a professor of social administration for some months. At all interviews over the last three years every one has asked me what Chilver would say."

The NUU this week urged that discussions on the merger begin without delay. But it has said that assurances given to students on courses that their futures are assured, do not cover all needs, particularly the 1983 intake. The Department of Education for Northern Ireland has agreed to look at this problem.

The NUU also thanked all those which had sent messages of support and goodwill.

The two teaching unions at the polytechnic took opposite lines on the merger in statements issued this week. The National Association of Teachers in Further and Higher Education was sharply critical of the Government's report, while the Association of Polytechnic Teachers (the larger of the

positive welcome dependent on certain assurances.

Mr Sam Watt, chairman of Natfhe's Northern Ireland Region, said: "The more closely the Government's reaction to the Chilver report is studied the more reservations arise." He accused the Government of excessive reliance on Dr Edward Parkes, chairman of the University Grants Committee, in reaching its conclusions.

He added in a reference to the polytechnic: "It would seem strange that the institution which is lauded again and again in the Government's statement as successful and flexible will have its management and teaching structures radically changed."

Natfhe and the Association of University Teachers had the first of a series of joint meetings last week.

The APT statement called for a commitment to avoiding compulsory redundancies and urged that staff should not have to reapply for their jobs. The association will press for representation on the steering group to set up the new institution and is asking the Government to establish a fund for retraining staff where necessary.

Facing the facts, says a Union view page 3

# Firms call for flexibility

Academics concerned over the increasing scarcity of sandwich course placements were faced this week with renewed and tough demands from industrialists to adapt to industry's changing needs.

Dr Christopher Wilson, president of the Association for Sandwich Education and Training, and an external consultant for Logica Ltd, told a two-day conference in Cambridge that further and higher education had to be more flexible and react quicker to business plans if it wished sandwich courses to be successful.

"As educationalists, whether you like it or not you are running a business and the same principles, apply to you as a company. If you don't sell your product you will die," he said at the joint meeting of ASET and the Careers Research and Advisory Centre, attended by 190 people.

Sandwich course students had a good future and their chances of obtaining employment were better than their fulltime counterparts, said Mr Wilson. But courses needed to fulfil four basic requirements: flexibility; multi-disciplinary capability;

numeracy in systems thinking; and the right attitude to work.

Mr Peter Daly, education and training manager of Thorn-EMI Ltd, said that a large number of educationalists and academics at the conference felt that the industrial representatives were blaming educators without looking at the limitations on education.

Mr Alan Daniels, chairman of ASET, agreed that institutions had to adapt but he felt that the Government could protect education by providing grants to help companies provide sandwich places.

Mr William Shelton, under secretary of state at the Department of Education and Science, called for the maximum cooperation between educators and employers, and stated the necessity for a reduction in young people's wages to encourage employers to take them on.

"The Government would like to see some relative reductions in young people's wages and closer links between those wages and the stage which young persons have actually reached in usefulness to his or her employer," he said.

# Bradford-Ilkley merger approved

Bradford and Ilkley colleges are to merge after all, Bradford City Council's ruling Labour group, which earlier this month had vetoed the move, changed its mind this week.

The Labour group decision to adhere to and not question the council's policy came after a "face-saving" meeting of its officials with the Bradford chief executive on Monday.

This means there is a need for an extraordinary meeting of its full council due to be held this Tuesday.


The latest debate for the Labour group came after a meeting of the Education Services Committee last week failed to ratify its motions.

# Architects score awards victory

A three-year battle to secure mandatory awards for students on courses at the Architectural Association School of Architecture ended in success this week. In a surprise announcement, Mr William Waldegrave, under-secretary for higher education, told MPs courses at the school would be designated from September.

The school, while welcoming the news, claimed that it would be treated less generously than University College, Buckingham, which submitted its application for mandatory awards at the same time. The maximum fee for the AA has been set at £480, while Buckingham has been given permission to charge £1,280 next year.

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Among the many other titles are Richard Miller's The Assessment of College Performance is a handbook of techniques and measures for evaluating an entire institution (Cloth £14.75). Jason Millman's Handbook of Teacher Evaluation deals with technical, ethical and professional dilemmas (Cloth £18.75).

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# MPs hear evidence from Stirling

by Olga Wojtas  
Scottish Correspondent  
The University Grants Committee's fundamental problem has been that it does not know enough about universities, particularly new ones, said Stirling University's principal during the first major examination of the UGC cuts by an independent body.

The Commons Select Committee on Education, Arts and Science chaired by Labour MP Mr Christopher Price, this week visited Stirling, the newest and worst hit Scottish university with a 23 per cent cut in grant and 27 per cent cut in student numbers.

There were inconsistencies, the committee heard, between the UGC's general recommendations favouring science, and its specific recommendations to Stirling cutting student numbers by 150 in arts and 300 in science.

The UGC recommended cuts in maths, physical sciences and a cut of more than 50 per cent in biological sciences, said principal Sir Kenneth Alexander, although one in every six biology applicants in the United Kingdom applied to Stirling.

Although we like to think we are innovative, we would prefer our future shape to reflect the future needs of the nation as seen by the UGC. This recommends a misshapen future for us," he said.

Stirling pointed out the "acute weaknesses" of the UGC proposals and in February were told to concentrate on their existing strengths in biological sciences. But the UGC had not taken account of the knock-on effect, said Sir Kenneth, for the university was now forced to cut its physics staff from six to two, and the honours physics programme would not be able to continue.

Staff student ratios would become such that staff could no longer be

expected to carry out both teaching and research, the committee heard, and the range of options for students would be cut by about 20 per cent. Deputy principal Doctor James Trainer said cuts in arts staff over the next three years from 84 to 62 brought a number of departments "close to the cliff edge", and that the present Spanish language degree would probably be replaced by a more general hispanic studies. "Modern languages are interdependent on one another, and I fear we will get into a downward spiral," he said.

The UGC arts sub-committee had visited Stirling last month, their first for 12 years, but there was a feeling "that it was not a genuine fact finding visit, but a public relations exercise", said Professor Trainer.

Stirling has estimated that 63 posts must be shared as a result of the cuts, but scope for early retirement was very limited, the committee was told, with only nine academic staff aged 55 and over. The opportunities for academics being re-employed were so slight that few people were expected to take a voluntary redundancy which had been offered last week, said Sir Kenneth.

"The attitude of our court has been that compulsory redundancy should be a last resort, but it would be misleading if I pretend I don't think it becomes very probable."

However, Sir Kenneth, who emerged "quietly confident" from a meeting with the UGC in October, said he still hopes there will be some relief in a UGC letter in May. Even if there was no financial change, there might be an increase in student numbers.

At present students were completely demoralized, and were talking about leaving their courses mid-way said student president Mr Jack McDonnell.

## Poet's corner

Seven Poets, an exhibition of Alexander Moffat's paintings and drawings of Scots poets, is at Stirling University's Crawford Arts Centre from today until May 2. Poets' Pub shows, left to right: Norman MacCaig, Sorley MacLean, Hugh MacDiarmid, Ian Crichton Smith, George Mackay Brown, Sydney Goodsie Smith, Edwin Morgan, Robert Garloch and Alan Bold in the foreground.



## Physics teams join forces

by Robin McKie  
Science Correspondent

One of London University's most prestigious research units, the laboratory for planetary atmospheres headed by Dr Garry Hunt at University College, is to be resited at Imperial College.

A total of 17 staff and £500,000 of equipment will be involved in the transfer which unites the laboratory with Imperial's atmospheric physics group to form a single teaching and research unit. The head of the new unit will be Dr Hunt, a well-known figure on British television because of his close involvement with some of America's most spectacular planetary space missions, such as those to Jupiter and Saturn.

Dr Hunt said the present Imperial group's main strength lay in the field

of atmospheric dynamics, while his group were particularly strong in the area of image processing. "The two groups are complementary to each other and when combined should prove to be a very powerful research outfit," he added.

Dr Hunt said that none of the UCL group had tenured posts and it was hoped that a more permanent unit could be established with some young researchers being integrated into Imperial's staff eventually. "Imperial deserve at least a chocolate medal for showing initiative in this way."

He added that he had kept the provost of UCL, Sir James Lighthill, informed throughout discussions about the transfer and pointed out that the equipment being moved had all been funded through the Science and Engineering Research Council.

## News in brief

### SSRC funds two fellows

Two three-year fellowships in the new history are to be funded by the Social Science Research Council. The fellows will be expected to bring experience of economic history to bear on modern business techniques and management education, as a timely new departure for the SSRC.

The fellowships will be tenable at the school of management at the University, and at the London Graduate School of Business Studies.

Research topics could include corporate strategy, entrepreneurialism and effectiveness and government-industry relations. Applications may reach the SSRC by the end of April. With one fellowship starting in 1982 and one in 1983.

### Dear Mary

More than 700 letters from Lord Chamberlain, father of Prince John, Neville Chamberlain, to his wife Mary, are to be housed in the library at Birmingham University. The collection covers the years 1887 to 1914 further down the library's holding of papers from the Chamberlain family.

### The long run

A relay run from north Staffordshire to the House of Commons is being planned by an action campaign group, up to save Madeley College, Staffordshire Polytechnic, from closure.

The committee set up by the students union has won backing from a number of top British athletes including Martin Woodward, a former Olympic swimmer and Terry Colner, a former British Lions rugby player.

### Poly professors

Sunderland Polytechnic has appointed four of its senior staff to the status of professors. They are Dr B. A. Hensworth, dean of the faculty of pharmaceutical sciences, and Dr M. H. Lewis, head of the department of pharmaceutical chemistry. Dr J. Lynch, head of teaching studies, and Dr F. Travis, head of a mechanical engineering.

### WEA secretary

Mr Robert Locheris, who has had wide experience in adult and further education, is to be the new general secretary of the Workers' Educational Association. He succeeds Mr J. J. Jeffries who retires at the end of July. He has taught at the College of Building, but his main extramural work has been in education.

### Overseas aid

A booklet on British aid to education in developing countries is published each week by the Overseas Development Administration. The booklet is free from the ODA.

# Stalemate in redundancy talks

by David Jobbins  
Negotiations over better redundancy compensation for polytechnic and college lecturers under 50 are deadlocked but union leaders are reluctant to say that the machinery for negotiating conditions of service is again in jeopardy.

"They have agreed to talk with the employers next week about the implications for conditions of service of the Government's youth training schemes. While the unions want to safeguard existing agreements, the employers want to open up the prospect of an "instructor" grade to handle much of the routine work expected when the schemes are operating."

Mr Peter Dawson, general secretary of the National Association of

Teachers in Further and Higher Education, said the union representatives had been "incensed" by the employers' stonewalling at last week's national joint council meeting.

Their answer had been "no" to a list of demands ranging from the improved compensation and 12 months' notice down to study leave and an agreement on disciplinary and dismissals procedures.

The proposal from the employers for an instructor grade came during a session of the pay structure review group which preceded the NJC. They believe that the FE service will have to become more competitive with other training organizations, particularly skill centres.

"Qualified lecturers are needed to

design course programmes but implementation does not have to be carried out by highly-qualified and therefore highly-paid people," a senior management source commented.

The union's executive and national council met this weekend to review the lack of progress on the redundancy scheme, and the policy towards the rival Association of Polytechnic Teachers.

Negotiations are effectively blocked until the APT question is resolved, and the management is adamant it will not overtly find ways around the Burnham machinery. A reference to arbitration, not yet necessarily sought by the teachers is also unlikely until Burnham FE can meet.

# Rothschild told SSRC is essential

by Paul Flather

If the Social Science Research Council, or a similar body, did not exist it would have to be invented, Professor Margaret Stacey, professor of sociology at Warwick University, has told Lord Rothschild's review.

In another submission to the Government-ordered review of the SSRC, the powerful Social Science Action Committee says the distinctiveness of social science theory, methods and content, would make a merger with any other research council inappropriate.

Professor Stacey, who is also president of the British Sociological Association, says in her submission that the SSRC should receive a fully adequate share of the science budget, and not contracts from Government departments.

She says it is essential that social science research should be carefully protected from political influences "to ensure independent, scholarly, and scientific work is pursued in a spirit of free inquiry".

Private funding alone would be inadequate because of the labour-intensive character of the research, and because of the need for long-term continuity. She adds that the only feasible basis for involving the University Grants Committee would be if it broke with custom and earmarked funds for up to 20 years to social sciences.

She criticizes the civil service for containing too few people who understand properly what social science can do and how to use it, leading to a waste of research and problems in commissioning new work.

The Social Science Action Committee, set up last year to contribute to topical debates, says in its submission that the nature of the most important social sciences contributions have been misunderstood. These are in the "reconceptualization and general understanding of important areas of social, economic and political life".

The committee of leading social scientists chaired by Mr Edwin Ardener of the Institute of Social Anthropology, at Oxford University says social sciences make their impact at this theoretical level, and not as direct contributions to immediate policy issues.

Other committee members include Robert Moore, professor of sociology at Aberdeen University, Kathleen Jones, professor of social administration and social work at York, Tim Holt, professor of statistics at Southampton, and Geoffrey Stephenson, professor of social psychology at Kent.

The committee calls for clear principles dividing the responsibility for policy-oriented research between the SSRC and government departments. The budget allocated to the SSRC should allow it to do its job properly "without continually searching elsewhere for funds".

The committee adds that the SSRC should continue to control postgraduate training "as long as it makes adequate arrangements for its students." Lord Rothschild is expected to complete his report in May.

# Call for reduction in academic courses

Only half of our universities should offer a high academic standard of education and award degrees, the annual conference of the Higher Education Foundation was told last week.

The other universities, the polytechnics and colleges should become vocational training schools and expand to offer places to all who are qualified. They would not grant degrees but instead make an award similar to the French "licence".

Employers would take responsibility for job-related practice Mr Richard Griffiths, former director of the Inter University Council for Higher Education Overseas, told the conference in a discussion of education for capability.

He criticized the British obsession with the honours degree and said that the majority of students should be educated according to their capability.

He advocated splitting post-secondary education into pure and applied sectors. The academic stream would take in Oxbridge and London and about half of the other universities. "These would be selected by the University Grants Committee or at

random," he said. A minority of students would be educated to a high intellectual level, to form a think tank of future top people.

The applied sector would expand and give the majority of students vocational training and the academic elements would only be taken at the level each course needed, he said.

"What one can no longer have is an effective higher education system which tries to provide courses which are both truly vocational and truly worthy of an academic qualification. This is what the UK is trying to do," he said. "If you want to keep the degree pure, as we have, then only give it in the academic stream. Give the others something different."

He said that Britain had created polytechnics and institutes of higher education and then foolishly let them run degree courses. The Council for National Academic Awards was then created to ensure that these degree courses are of full academic standard. "Education for capability in these centres doesn't need the academic knowledge of the level of an honours degree," he said.

# Instant revolution needed

Britain needs a prompt revolution in education and training if it is to avoid being "flushed down the plughole of history". As things stand we are faced with certain failure in the industrial and technological world, and then relative penury and obscurity as a nation, Cambridge historian Correll Barnett told the conference.

"The 1990s could see us a backward, a negligible force in the world, having missed the tide of the new technology," he said.

He blamed the failure on Oxbridge, the public schools, and Britain's sorry history of education and training which has been 50 years behind our competitors for more than a century.

Since the 1840s, he said, we have suffered from a "one beat behind the band" syndrome. We have adapted our methods, products and markets much more slowly than our rivals.

Development of new industries and technologies has always been too late and too small leading to failure in the fastest growing markets.

Oxbridge has been reluctant to introduce science related to industry. Pure research prospered but, Mr Barnett said, this was just another form of intellectual snobbery to entice the gifted away from a career in industry.

Now 44 per cent of school-leavers

go into the labour market with no training while in Germany only 6 per cent do. Although 89 per cent of French and 78 per cent West German chief executives have degrees, only 40 per cent of British managers have, he said.

"In British manufacturing industry nearly 70 per cent of the workforce from shop floor to boardroom lack any kind of professional or skill qualification."

Mr Christian Schumacher, Sear Fellow of the London School of Economics until last year and now an independent consultant said: "I recently looked at the list of lectures to be held in my old college here in Oxford. Not a single lecture in a whole term had any direct or contemporary relevance."

He called for socially acceptable criteria for deciding what was legitimate research. Mr Schumacher warned of a dangerous polarization of view between the employers and the educated and said the two sides regarded each other with suspicion and even a slight contempt.

He said that graduates should have ten years successful experience in the real world before returning to teaching. He called for abolition of tenure and validation of staff, as well as students, through examination.

# Pharmacy cuts come under fire

by Ngaio Crequer

The Commons Education Select Committee has backed pharmacists' criticism of the way the University Grants Committee made its cuts.

The select committee has told the UGC, "We feel the Pharmaceutical Society has made a rather strong case that the UGC took action regarding pharmaceutical courses without first seeking proper professional advice."

The society protested to the UGC about how the cuts were made, spelling out the effects they will have and demanding more consultation. The UGC has rejected their criticisms and suggestions.

The society complained that although it was the statutory registration authority, it was not consulted about pharmacy yet the UGC's conclusions were based on a workforce survey published in its *Pharmaceutical Journal*.

In fact the survey was misinter-

preted and the society's policy has been to recommend a 10 per cent reduction in intake to schools of pharmacy. The UGC specified pharmacy for a 25 per cent cut.

The society pointed out other factors which might increase the demand for pharmacists. In the past decade about half of the entrants were women, many of whom did not go on to work full-time.

The shorter working week, the growth in information advisory services would also mean more call for pharmacists.

The society also cites the 1977 view of the UGC's own pharmacy panel which said evidence was not conclusive enough to justify dissuading universities from minor increases in intake.

It was also likely that the public sector would make similar cuts: there was already evidence that it was considering a 20 per cent reduction.

The society asked the UGC to say

in its 1982 spring letter that pharmacy cuts should not exceed 10 per cent; that a UGC pharmacy subcommittee be set up, or one on subjects allied to medicine with a pharmacist in the chair. There should also be regular discussion, particularly before a statement on pharmacy.

In reply the UGC told the select committee that it did not generally consult professional bodies but met them (including the Pharmaceutical Society) whenever useful.

It says it consulted its medical subcommittee and "knowledgeable individuals" who referred to the survey. It says the latest figures, published in the January 1982 *Pharmaceutical Journal*, provide little evidence that demand will increase.

The UGC also had to consider that pharmacy was taught in the public sector as well and there might be room for a shift in the balance between the two sectors. It rejected the proposals on committee structure.

# Teaching 'not attracting minorities'

by Patricia Santinelli

Teacher training institutions are not doing enough to attract students from ethnic minority groups, according to a Schools Council report published this week.

The council urges teacher trainers to look at ways to boost recruitment and give multicultural education a high priority in evidence to the Swan committee of inquiry into the education of children from ethnic minority groups.

It says the provision of special preparatory courses to help students from minority groups gain entry qualifications though welcome is far too limited.

"Extra resources and mandatory grants are essential to maintain the momentum of providing access courses. But the students for whom they are designed must be of an equal professional and academic standard as all other teachers when they qualify," the report says.

All student teachers should be given a foundation course on multicultural curriculum, it argues. "They should become aware of what is involved in providing special education provision for minority groups." The council further argues that all teacher education should be developed in the context of multicultural education policies. It believes the main avenue for change is through a developed teacher education policy at all levels, initial, induction and in-service.

At in-service training level, the council wants courses that enable teachers to better understand the problems faced by pupils as well as pedagogic development to use these skills effectively.

A call for student unions in teacher education to change their current non-racist attitude to a positive anti-racist line has come from the National Union of Students.

# All-male college drops entry

A Cambridge college is following in the footsteps of ten Oxford colleges making "unconditional" offer to promising candidates on the minimum entrance requirement of two grade Bs at A level.

Magdalene College hopes about 10 per cent of its projected intake of about 80 undergraduates will come through "unconditional" offers designed to attract bright candidates from state schools.

Places will be offered to outstanding pre-A level candidates on the basis of a school report, O level results, and interviews in September. In some subjects brief written tests or examples of school work may be required.

Dr Rao Mitchell, assistant admissions tutor, said the college hoped the scheme would broaden the intake and give more flexibility to candidates, avoiding all the pressures of the conditional A level offer. Magdalene, which admits only male students, also hopes the scheme will boost applications. While ap-

plications have been increasing in recent years, the trend at both Oxford and Cambridge is for single-sex colleges to do less well.

At Oxford the total number of colleges using "unconditional offers" first pioneered by Hertford in the 1960s, now stands at ten, with six new colleges using the scheme for the first time this year.

These are: Brasenose (allocating 10 per cent of its intake to the scheme), Mansfield (20 per cent), Pembroke (33 per cent), Somerville (20 per cent), Wadham (10 per cent) and University (10 per cent).

Colleges already using the scheme are: Balliol (20 per cent), St Hugh's (33 per cent), Oriel (33 per cent) and Hertford (33 per cent). The first three have just made their first "unconditional offers" and say they are pleased with the results. There is no doubt "unconditional offers" are helping to tip the balance away from private school entrants towards state school entrants at Oxbridge.

# Listen while they work

The educationally disadvantaged are not being reached by "ghetto" broadcasting, according to Dr Tony Bates, head of the Open University's audio visual media research group.

In a paper given at the first European Broadcasting Union International conference on educational radio in Belgium, he said British and Dutch media showed that less than a third and one in 20 respectively of the members of classes linked to radio series were from the target audience.

Reviewing the impact of educational radio on the Open University and internationally, Dr Bates criticized the lack of research compared with the amount of production effort put into this kind of broadcasting. Over half the OU students in a survey were listened to radio without doing anything else at the same time, suggesting limitations as an educational medium.



# Laser beams in on muscles

Dr Eric Filmyer (right) of St Andrews University's department of physiology and pharmacology, pictured with research assistant Mr Julian Eastwood, has been awarded a £37,381 grant by the Wellcome Trust to research a laser technique he pioneered to study muscle contraction.

The three year study should lead to a better understanding of how muscle works, and improve the chances of successful treatment and prevention of muscular diseases. Dr Filmyer's technique involves shining a laser

through small muscles which can pinpoint structural changes inside the muscle cells.

"Spectacular changes occur in muscle tissue in a fraction of a second, as the muscle contracts or relaxes, and it is these changes which contain the key to understanding how muscles work," said Dr Filmyer.

He has also been awarded £42,000 by the British Heart Foundation and the Medical Research Council for an investigation into the biochemical mechanisms which control the heart.

Staff student ratios would become such that staff could no longer be

steps to find a course of a lower



North American news

Academics fear security clampdown

from Peter David

WASHINGTON A clash over new rules on government secrecy has created additional strains in relations between the security-conscious Reagan administration and academic historians and scientists.

President Reagan is expected to sign an executive order this month despite claims that it will give government officials too much control over the dissemination of information and could be used to suppress findings in basic science research.

The executive order on secrecy would be the fourth issued in 30 years. It criticizes maintain that unlike those issued by president Eisenhower, Nixon and Carter, the Reagan order will create more, not less, government secrecy.

"It represents a significant reversal from previous executive orders and a potential infringement of scientific freedom," Dr Rosemary Chalk, an official of the American Association for the Advancement of Science said last week.

Although the president does not need congressional approval for the order, a House of Representatives subcommittee under Democratic representative Glenn English has been holding hearings on its impact.

To the annoyance of the committee, administrative officials declined an invitation to testify. But witnesses representing the interests of academic research and the media have been queuing up to tell the committee that the order will threaten the free dissemination of information.

Scientists are concerned that the new order may be used to conceal advances in basic science research "under the control of the government" regardless of whether any direct connection with national security can be shown.

Under the existing rules, introduced by President Carter, basic science is exempted from government secrecy controls except where a direct link can be proved.

Other changes in the order would broaden the range of government information which would be classified as secret and increase the number of government officials permitted to issue classification orders.

In contrast with the rules imposed by President Carter, officials will be instructed to err on the side of secrecy when they are unsure how sensitive a document is and the automatic review of classified documents after six years would be dropped.

Historians claim that the order will inhibit basic research on American and diplomatic history. The American Historical Association told Congress that the FBI, anticipating the new order, had already begun to slow the price of its declassification of wartime records.

Journalists claim the bill cedes too much authority to government bureaucrats. The Society of Professional Journalists told Congressman English that the administration was using the executive order to achieve by administrative fiat what it had failed to achieve by legislation - amendment of the Freedom of Information Act.

Scientists warn that defence will eat up real growth

In its first measured response to the 1983 science budget, America's research community has given the president's proposals a lukewarm reception.

A report on the budget by 16 learned societies and higher education organizations concedes that science fares better in the federal government's 1983 spending plans than other areas of national endeavour.

But it warns that defence research, according for three out of every five federal dollars, will consume all the real growth.

The report is produced every year under the aegis of the American Association for the Advancement of Science. Using their own analysis of inflation and spending trends, the contributing organizations dissect the government's budget documents and predict the fate of individual disciplines and research agencies.

The report estimates that an increase over 1981 of 11 per cent in real terms on defence research and development will result in a real decline of more than 6 per cent in other research. By 1983 the federal government will spend \$27,100m on defence research and only \$17,300m on other research.

"These figures reflect in rather dramatic fashion the impact of the Reagan administration's emerging science and technology policies on Federal R and D funding," the report says. "Defence, an area where the government itself is the primary user of the R and D it sponsors, receives large increases in line with the high priority it has been assigned by the administration."

"Growth in non-defence basic research is limited, however, by the budget austerity imposed on the civilian sector. Applied research and development outside of defence are reduced sharply, in keeping with the administration's more restrictive view of the role of government in such endeavours."

Students get more money

President Reagan's plan to make big cuts in student financial aid suffered its worst setback last week with a vote by the House of Representatives Appropriations Committee in favour of boosting spending on loans.

Although the administration's plan for a reduction of more than 40 per cent in student aid in the 1983 budget has already suffered at the hands of junior committees, the vote last week was the first indication that major budget committees in Congress are lining up against the higher education cuts.

The house appropriations committee sets spending levels for all budget areas and forwards its recommendations to the budget committee. Last week members added more than \$320m to the administration's 1983 allocation of \$978m for guaranteed loans.

"We are delighted; this sets the stage for future votes," said Mr Bill McNamara, a spokesman for the

Washington-based Action Committee on Higher Education. "We think the house budget committee will go along with this decision although we expect some difficulty in the Senate."

Members of Congress have been inundated with letters from parents and students protesting against the White House proposal to force post-graduates out of the government-subsidized GSE programme and into a more expensive alternative programme not yet introduced in all states.

Fears that the alternative programme would be unable to take the place of the GSE were reinforced in a report last week by the Congressional Budget Office, which provides its own analysis of the White House budget.

Mrs Alice Rivlin, the office's director, warned: "The risk associated with this approach is that those made ineligible would be unable to obtain either loans or would thereby be forced to seek to continue education at would have to attend less costly institutions."

Army urged to invest in research

A plea for more defence funding of university research was made in Washington last week when Dr David Saxon, president of the University of California, told Congress to forget the Vietnam era and the "unhappy stresses" which had sullied relations between academe and the armed forces.

In testimony to the House Armed Services Committee, Dr Saxon, speaking on behalf of the Association of American Universities and the Association of State Universities and Land Grant Colleges, said universities had become increasingly important to national security.

Arguing that fundamental research and basic science was essential to develop new technologies, he welcomed the administration's proposals to increase the amount of money to be channelled to the universities through the Department of Defence.

He continued: "In the military area, our technological superiority is a key element of our basic strategy. We cannot afford to be taken by technological surprise. The best insurance we have against that contingency is a vigorous and vital scientific capacity, especially a sustained commitment to basic research and a commitment across a broad spectrum of research."

Dr Saxon's appearance before the armed services committee came soon after publication of a report by the



Dr David Saxon: plea for universities.

Pentagon's defence science board urging that links between university research and the Department of Defence be strengthened.

While welcoming the report, Dr Saxon stressed that the best research would come from "open, flexible and competitive" academic environments. He said the government would be ill-advised to make federally-supplied research in universities more mission-orientated.

Instead, the Department of Defence should commit itself to real growth in university research, and take steps to reimburse universities for the indirect management costs of the research it sponsored, he said.

Yale man loses maths grant in row over project rules

Yale University was compelled to turn down a \$30,000 government research grant last week because its recipient said he would refuse to comply with federal regulations requiring him to account for the time he spent on the project.

Dr Serge Lang, a Yale mathematician, told the university authorities that although he would promise to sign the National Science Foundation grant correctly, he would not prepare the usual "effort report" required under regulations.

The reports are required under a rule known as the A-21, promulgated by the White House office of management and budget. People who receive federal grants are required to file detailed accounts of their activities to ensure that the grants are used for their intended purposes.

Individual academics and universities have criticized the application of the A-21 rules to universities. They argue that the division of an academic's time into periods of teaching, research and administration required by the reports is impractical and imposes a heavy cost burden on the university.

Dislike of the regulations is one of the low points of agreement between the academic community and the Reagan administration. Dr George Borjas, vice president of the National Science Foundation, is chairing a committee reviewing federal regulations throughout government.

an effort to simplify them and save money.

The American Council on Education, which represents most universities and colleges, has already submitted proposals to the vice president's task force for rolling back an array of regulations, including the A-21. Some university economists claim that compliance with federal regulations nationally by some \$3,000 million a year.

Last November, the Association of American Universities, which represents the most of the main research campuses, also called for revisions in the A 21 and claimed that many academics who filed effort reports filled them in inaccurately.

In a letter to the OMB, the association said no deception was intended in such cases. "Accounting forms asking for long lists of percentages of activity will appear to him to be a distraction," so he is likely to fill them out in some routine way.

Peter David, North American Editor, The Times Higher Education Supplement, National Press Building, Room 541, Washington DC 20045, Telephone: (202) 638 4765

States say loans plan too tough

from our north American editor

Officials of state governments gathered in Washington last week to warn Congress that most states could not afford to make up the big cuts in federal student grants and loans proposed by President Reagan in his 1983 budget.

Although the administration has explicitly excluded student aid from its plan to develop more government responsibilities to individual states, state governments fear that the public will expect them to fill the gap left by federal spending cuts.

In a letter to leading members of Congress, state higher education officers claim that it would cost states more to replace the federal government programmes than the federal government would save.

"Our members are deeply concerned lest the Congress be led to believe that the proposed reduction in federal support could readily be absorbed by the states," the letter says.

"With the exception of a very few states that for the moment are benefiting from unusual revenue surpluses arising out of energy production, our analysis and our members discussion with the governors lead to the inescapable conclusion that such an outcome is virtually impossible."

State governments believe that their own budget will come under a double strain as a result of the administration's cuts in federal grants and loans to students.

First, the scarcity of federal student aid would drive many students out of the high-fee private colleges and into the heavily subsidized state universities, adding to the cost of state higher education systems.

At the same time, the states expect to come under public pressure to create their own replacements for the reduced federal programmes, although student aid would be much more expensive if it were channelled through states rather than the federal government.

"We find, for example, that establishing a state-operated guaranteed student loan programme may require outlays more than double those incurred through a comparable federal effort, as a result of different borrowing and statutory powers," the letter to Congress says.

If more students attend public colleges and universities, the subsidy is expected to be three to five times higher than the new tuition revenue generated, it says.

But at their meeting in Washington, state higher education officers were warned not to reject the opportunity offered by the "new federalism" to reassert the dominant position of states in providing higher education.

Mr Charles Robb, newly-elected Democratic governor of Virginia, said the federal government had often assumed leadership in areas where its constitutional role was properly one of support.

He continued: "We have allowed this to happen in higher education, and I call upon you to solve the greatest responsibility and autonomy issue as it touches higher education."

Governor Robb acknowledged that the administration's "creative reduction in student aid would create further demands on state resources which were already under stress. He urged state governments to adopt more systematic approaches to their own higher education responsibilities.

In the case of Virginia, he said, he intended to propose higher admission standards for state universities and colleges and ensure that remedial education took place in secondary schools rather than community colleges.

Virginia also intended to streamline its higher education commission, provide tax incentives for industry to fund vocational training and upgrade the quality of teacher education.

Overseas news

Liberal approach to university changes

from Bernard Kennedy

ANKARA Five new universities are to be established in Turkey, stretching from the Bosphorus in the west to Lake Van in the east. At the same time the country's "academies" (institutes of higher education) are to be integrated into the university system.

These are the proposals of the new Higher Education Council, which has the power to reorganize and control education. Introducing the proposals, which are now before the Ministry of Education, Professor Ihsan Dogramaci, Chairman of the Council, said all Turkish universities would now have science and languages and humanities faculty. Changes are to be made at several existing universities and the reintroduction of uni-level evening classes is also on the agenda. They were suspended during the military intervention of September 12, 1980. The move is further evidence that the HEC is determined to streamline and renew higher education in Turkey.

The integration of the academies into the university system had been expected for months. It will make the academies subject to the same regulations as the Higher Education Council Act of November 6, 1981 introduced for universities. Thus all teaching staff in higher education will face the same controversial appointments procedure and all students will face the same entrance exams.

The academies had been losing ground to the universities for many years. Student numbers had fallen from 34,000 in 1975 to around 24,000. So their integration into the university system can be justified on

the basis of reducing administrative costs. However, some of them, such as the Istanbul Academy of Fine Arts, had become highly prestigious.

If the proposals of the HEC (incidentally Turkey's best-paid civil servants) are accepted, Turkey will have 24 universities, five of them (including two new) in Istanbul and four (including one new) in Ankara.

New universities will also be established at the Mediterranean resort of Antalya and in the eastern provincial capital of Van. The latter is to be named in honour of the centenary of the birth of Ataturk, Turkey's founder, which was celebrated last year.

While the universities to be established in Turkey's two largest cities will be built mainly around existing academies, much work will have to be done to render the Mediterranean University and the Hunderth Year University viable. A school of tourism and hotel management is to be opened in Antalya with other faculties; at present the resort has only a medical faculty attached to the University of Ankara. Van has only a science and literature faculty attached to the Ataturk University in Erzurum.

Some will question the wisdom of opening universities in outlying regions - a number of the existing institutions in central and eastern Anatolia are often unkindly called "paper universities". But the move accords with the ruling generals' belief that more attention should be paid to Turkey's less developed regions. The HEC also seems to have opted for a liberal concept of the university and not been tempted by highly-specialized institutions.

Scientists recalled

from A. S. Abraham

BOMBAY Indian scientists and researchers who live abroad, mostly in the West, are being sought out by the Indian government under a scheme to put their expertise to practical use at home.

The scheme, announced in New Delhi by the Director-General of the Indian Council of Medical Research, Dr V. Ramalingaswami, does not aim to bring these experts home for good, instead they will be asked to set up projects, launch them and go back.

At least 25 scientists have already returned, encouragingly. One area the government is particularly interested in is molecular biology, development in which, according to Dr Ramalingaswami, are leading to great advances in tackling communicable diseases, many of which are endemic in parts of India.

By getting Indian scientists abroad who are at the frontiers of research, the government hopes to be able to bring down the incidence of such diseases.

The scheme fits in with its commitment to campaign for "Health for all by 2000 AD". This aims to provide medical services to those who are now beyond the reach of effective medical care.



Health care for everyone by 2,000 AD

Medical strike over

from Annelise Hopson

COPENHAGEN Some 6,000 medical students have gone back to work after a three-week strike over the negotiation of an agreement between the Association of Danish Medical Students (FADL) and the County Council Association, their employers.

For 25 years medical students have worked in hospitals. There are three bureaus in Denmark that will send students out at short notice if a hospital needs personnel to substitute for its trained nurses. The bureaus are in Copenhagen, Aarhus in Jutland and Odense on Funen. They have 6,000 members.

During their studies, medical students have between 4,000 and 6,000 hours of duty in the hospitals so it is

an important part of their training. The Minister of the Interior, Mr Henning Rasmussen, said this month that it is so important that without it the medical study would have to be reorganized and apprentice jobs at the hospitals introduced.

Mr Jesper Poulsen, spokesman of FADL says: "We have finally come to an agreement concerning our wage claim. The County Council Association has agreed to continue to finance the three bureaus and in return they will have easier access to the accounts. The association will also pay for the 24-hour course students must attend to qualify for the special duty work."

The strike threatened chaos at the Copenhagen Municipal Hospital where 185 trained nurses, two-thirds of the team, went on sick leave.

Arabs die in student riots

from Benny Morris

JERUSALEM A number of Arab youths were shot dead and all universities in the West Bank ground to a halt as a result of clashes over the past fortnight. Students, many from the closed Bir Zeit University, played a prominent part in the rioting.

Several dozen Israelis who demonstrated in Jerusalem and Tel Aviv against last month's military closure of Bir Zeit University and the occupation policies in the West Bank, were also briefly arrested by tear-gas lobbing police.

The present conflict has assumed the dimensions of a mini-rebellion with a general strike in the major West Bank towns and in east Jerusalem and a heavy Israeli military presence throughout the area. It was sparked not by the Bir Zeit closure but by more general political moves.

The military government, after riots in Bethlehem, set up roadblocks around Bethlehem University deterring most students and lecturers from turning up for classes. In Hebron, students of the semi-academic technical college threw stones and bricks at cars on the main road and the army "laid siege" to the hilltop campus until order was restored. Dozens of students from Hebron, Bethlehem, Ramallah, El-Bireh and Nablus are currently under arrest.

The senior IDF source said that the IDF, based on Jordanian censorship laws which are in effect in the West Bank, bans only books that are "propaganda, pro-PLO or by the PLO, can lead to public disorder or violence, undermine the security of the state or are antisemitic (such as the protocols of the elders of Zion)."

The IDF source alleges that the

distortions about what is banned stems from a mistake made in the West Bank military government offices at the end of 1976, when an officer erroneously compiled and distributed a list of books, mostly permitted for import, under an IDF imprimatur as "the banned books list". The mistake was quickly corrected," says Professor Milson, "but Israel's and the government's critics have continued to base allegations on this."

However, the IDF refuses to give copies of the official list to journalists or to publish the list. Critics of the censorship policy charge that even if the list of 2,000-3,000 is not accurate, the list of 1,100 contains books that should not be banned. "Why else is the IDF refusing to publish the list?" asked Ori Bernstein, a poet who recently published an article critical of the censorship in the literary quarterly, Siman Kerish.

Bernstein alleged that among the banned books are volumes of poetry by Israeli poets such as Mohammed Darwish, many political books and even an Arabic translation of a book by Yigal Allon, former Israeli General and foreign Minister. Professor Milson said that he knows nothing about volumes of poetry and that the Allon book in arabic was published with an "antisemitic introduction."

The demand to cut back student numbers lost much of its force when it was discovered last autumn that the 45,000 students claimed by the University of Pristina when applying for federal funds represented only 25,000 full-time undergraduates. The balance was made up of part-timers, drop-outs still on the books, evening extension course students. And, as the economic chamber said last week, the provincial economy still needs graduates from these three colleges. The Secretariat for Education, it claimed, had failed to indicate, in the briefing to the bill, the high standard of achievement of the three colleges over the past 20 years. The chamber's coordinating council for cadres and economic education declined to approve the Bill, urging that the ministry should prepare a "more detailed analysis" about the proposed closures - a clear signal for indefinite delays.

Support for research 'a disaster'

from Geoff Maslen

MELBOURNE The chairman of the Australian Research Grants Committee, which apportions money for fundamental research in universities, has described the level of support offered by his committee as a disaster.

Professor Max Brennan, professor of plasma physics at the University of Sydney, told a graduation audience that it would cost an additional \$10m (£5.8m) a year over the next 10 years to repair damage caused by the financial neglect of the 1970s.

Professor Brennan said that between 1970 and 1980, ARGS support had fallen from an average of \$2,500 (£1,500) per academic staff member to an average of \$1,810 (£1,060) in 1982 prices. He said his committee had constantly sought more funds, but had been held to the same level for four years. He hoped the damage might be repaired by the end of the 1980s. If it was not, Australian universities would have "slithered down the slope to the point where they are no longer able to contribute effectively to the worldwide research programme," he said.

"The universities and Australia with them, will lose touch with developments overseas and will have entered a kind of dark age from which it will be very difficult to escape. All of us must work to ensure that this does not happen," Professor Brennan said.

The size of the problem could also be seen from the average amount of the grant, which had fallen from \$38,200 (£22,470) when the Australian research grants scheme began in 1966 to \$13,300 (£7,823) this year. "This is far below the figure of \$30,000 (£17,647) to \$50,000 (£33,294) recommended by the Australian Science and Technology Council for basic research projects."

"Indeed in my own field of plasma physics, \$13,000 (£7,647) hardly covers the cost of a relatively minor piece of equipment," Professor Brennan said. He added that while there were other sources of funds for research, most high quality research in universities depended on the ARGS.

It was basic research, motivated by the desire for new knowledge, in which universities had the major role. "This kind of research contributes most to the nation's cultural development and international prestige, and forms the platform from which applied research can be launched," Professor Brennan said.

College cuts opposed

The proposed closure of three higher education establishments in Yugoslavia's autonomous province of Kosovo has run into opposition from the Kosovo Economic Chamber. The colleges in question - the Higher Technical School in Titova Mitrovica, the Higher Economic School in Pec, and the Albanian language branch of the Higher Pedagogic School in Pristina are threatened by three bills put forward by the Kosovo Provincial Secretariat for Education, Science and Culture.

The schools were to be closed under educational reforms intended to introduce a "single and flexible" system of education. Since the student unrest in Pristina, the provincial capital, last March, there has been pressure from Belgrade to reduce student numbers, which, it was claimed, were out of proportion to the employment needs of the province.

During the past three months, there have been sporadic renewals of the demonstrations, largely by Albanian-speaking students, who demand either that Kosovo should be raised to the status of a full Republic within

the Yugoslav Federation, or else that it should be granted total independence. A baseball match in Kosovo February, at which the home side won, led to an unprecedented outbreak of chanting "Kosovo - Republic".

Drugs teaching for doctors

The department of mental health at the University of Benin in Nigeria is developing a course for doctors on drug addiction. The three-year project may be broadened to embrace other African universities as the continent confronts the flood of psychotropic drugs illegally imported from western Europe and North America.

The illicit trade in addictive pharmaceuticals flourishes in growing urban slums and is proving to be a major public health problem which directly contributes to violent crime. All the drugs affect the central nervous system. They include depressants such as phenobarbitone, a barbiturate, and methamphetamine; stimulants such as amphetamines; and hallucinogens such as LSD and mescaline.

Benin's course is for general practitioners, psychiatrists and psychologists, social workers, pharmacists, nurses and occupational therapists. It is supervised by the department of

psychiatry, University of Benin Teaching Hospital, and sponsored by the UN Fund for Drug Abuse Control and the Canadian International Development Agency.

The project follows an international conference of specialists in Toronto in 1980 which sought ways to combat the illicit trade in western drugs. A subsequent meeting of a UN World Health Organization expert committee in Geneva called for intensified specialist training and research.

The Benin course hopes to provide basic knowledge about psychoactive drugs and the medical, social and psychological problems associated with their abuse. It is likely to be accompanied by other measures to stem the trade, including international assistance to the law enforcement agencies of the developing regions and improved cooperation between the customs authorities.

Low pay causes technician shortage

Hungarian research institutes have too many experts and not enough service personnel, academicians Lenard Pal told a recent meeting of the Hungarian Civil Service Trade Union. The shortage of technicians was, he said, largely due to low wages.

The union central office would, he said, make a "great effort" to protect the workers' interests and to examine the present wage structure.

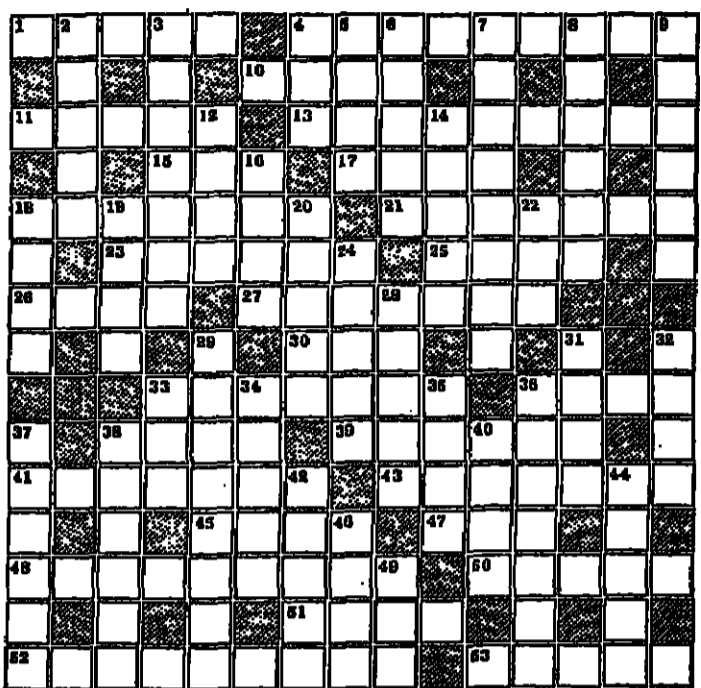
At the same time, the academic establishment in Hungary would have to be cut by some 500.







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# Parents pay for runaways

Haunted by congested campuses, lack of research funds and declining teaching standards an estimated 10,000 Italian university students left their country last year to study abroad.

In a nation where until a few years ago only the upper bourgeoisie and aristocracy sent their sons and daughters abroad to study, the startling figure - almost 10 per cent of the campus population - has caused consternation.

Even more surprising: Italy's Foreign Ministry last year issued only 1,043 visas for students to study in 48 countries.

This means the great bulk of Italian students abroad either pay their own tuition fees or have won private scholarships from industry, multinationals and cultural organizations which do not fall into the "official" category handled by the ministry under bilateral cultural agreements.

For example only 139 Italians have been awarded scholarship to United States colleges yet the US embassy in Rome admits it issued last year 1,140 visas for study in the United States, many of these to holders of purses from private industry.

"Thanks to the availability of research money almost all postgraduates of calibre are finding slots in the United States," laments academic Francesco Albertoni.

Though the total figure of students

studying abroad is difficult to gauge a survey by the influential *Daily Corriere Della Sera* based the estimate of 100,000 on the Central Bank which last year received 130,000 requests to exchange lire for foreign currencies for the purpose of study abroad.

"One goes abroad to flee the devaluation of the Italian degree and the lack of funds for postgraduate research," wrote the paper pointing to the fact there is a surplus of degree holders in Italy after *numerus clausus* was abolished 12 years ago and campuses were opened to everyone with a secondary education.

On the tight Italian job market graduates with foreign degrees are certainly on the preference list.

## WORLDWIDE

Officially there are only 422 Italian scholarship holders in West European countries and 280 in East European nations. This means the majority of students finance their own studies.

In the case of Britain carry an annual cost of nearly £4,000, half of that in tuition fees.

Last year there were 81 Italians with scholarships in Great Britain under a bilateral exchange agree-

ment. They study mainly chemistry, specialized medicine like anaesthesiology and endocrinology, economics and agronomy.

On the other hand students to the United States take up mainly management courses, economics or social sciences, while those in France predominantly enrol in art courses.

The runaway trend is unlikely to abate. One recent survey showed a startling increase in private secondary schools - and even more in foreign schools.

In fact Italian parents, disillusioned with the haphazard state education system, are spending up to £2,500 a year to have a child educated in such secondary institutions as Milan's international school (600 students), the American School (400 students), the Sir James Henderson School (640 students), and the German School (1,100 students).

Nicknamed "the luxury ghetto" the A level graduates from these plush institutions are eligible for foreign campuses - even if their parents have to pay exorbitant tuition fees abroad.

With the rapid expansion of foreign and private schools in Italy, where waiting lists are starting to appear, the exodus of Italian university students is certain to rise in the next years.

Uli Schmetzer

# Cadets who train to lead the lottery winners

Portugal's Military Academy in Lisbon houses 350 young cadets. Each one of them can expect, after five years of intensive instruction and military training, to graduate as second-lieutenants.

In a small, peaceful country such as Portugal, which a few years ago irrevocably lost its tenacious struggle to hang on to its vast colonial empire, some 500 candidates each year compete for 100 first-year places.

About 15 per cent of the cadets are the offspring of military families - the others are mostly from modest middle-class backgrounds. In return for free instruction, room and board, and a small allowance, a cadet engages to serve in the army for eight years after graduation, otherwise he must pay the state an indemnity.

Cadets who graduate in civil engineering and, after completing their service, go on to a university for two more years of graduate studies. They will be snapped up by the labour market. Cadets are among Portugal's best and most desirable engineers," says Colonel Medeiros Ferreira, the academy's director of instruction.

The academy building in the centre of Lisbon was donated in 1851 by the Portuguese Crown to the Army School, a successor to Portugal's first officers' training school created in 1641. After several changes in name, and organization it came in 1959 to be called the Military Academy.

The main building, a former royal residence with its ceremonial rooms superbly decorated, library and adjoining chapel, forms the front part of a vast compound spreading over some three city blocks, where modern student residences, a mess hall, classrooms and laboratories encircle a spacious riding rink and several outdoor arenas, interspersed with recreational greenery.

Since 1976, infantry, cavalry, artillery communications, maintenance and military administration are taught in five-year courses (instead of four), and military engineering in seven. This includes a year of instruction in weaponry and marksmanship.



Army barracks in the centre of Lisbon.

Between 1973 and 1976, when higher education was in flux everywhere in Portugal, the academy also admitted civilian students to its courses in civil engineering, mechanics and electronics. The last civilian graduated in 1981.

The infantry curriculum, with instruction in martial arts and a wide variety of sports, is counterbalanced by courses in sciences and humanities. All curricula include four years' instruction in a foreign language: English, French or German.

"We are the only university in Portugal teaching sciences and humanities together, and we believe we do a better job than any of them," says Col Ferreira. The motto defining one of the academy's "missions" says its duty is to "administer scientific, technical and humanistic instruction, as the cultural basis indispensable for the exercise and dignity of military functions."

The 1974 overthrow of the Salazar regime and the loss of Portugal's colonies has affected the academy's philosophy. "Our former 'estudos ultramarinos' (the study of Portugal's overseas provinces) has become 'Portuguese economic, social and cultural history'," says Col Ferreira.

The academy has 160 professors. Standards and patterns for the non-military part of the curriculum, which is taught by civilian professors, must be approved by the Ministry of Education and Culture. Courses are considered equivalent to civilian university courses.

Eight years ago, instead of seeing to it that its aspiring young officers could be accepted for civilian jobs, Portugal's government tried to coopt its university students into its military ranks. In 1973, it opened up professional military careers to the military-leaving civilians doing their

Fay Hausman

# Popularity breeds contempt

Good art often has only a small audience. Should we change the art, or should we change the people so that more will recognize quality when they see or hear it asks John Corner



Art for everyman? Velt Stoss's boxwood Virgin, about 1500



Art for whom? Andy Warhol's legendary Campbell's soup cans

As epigraph to his 1930 pamphlet *Mass Civilization and Minority Culture* F. R. Leavis cited a confident, nineteenth-century judgement on popular taste:

And all wise and experienced persons know, that bad and mean writings, of particular tendencies, will secure tenfold the number of readers of good and high productions. Popular authors cannot bear to admit or hear this. But how can it be otherwise? Will the uncultivated mind admire what delights the cultivated? Will the rude and coarse enjoy what is refined...? The measured insults and smug certitudes of this comment annoy (one hopes) a modern reader, yet the disjunction it notes between popularity and quality - the conventionally defined "good and high" - continues to exist as a crack or as a line of tension across most areas of the national cultural life today. From music through literature to the daily press and broadcasting, it can be observed.

To take a quite recent and unremarkable example from that most democratic of cultural agencies, television, the BBC's new *United States* import *Flamingo Road* was described in the "quality" (unpopular?) press as "trash" and "junk" while reviewers correctly predicted huge audiences and success for it.

Arts education projects and both local and national policy-making bodies experience the disjunction as a troubling if often concealed presence; a potentially disruptive social division underlying all the talk about taste. This is perhaps one of the main causes of that hedging and fudging of judgment, that wary equivocation of argument, which curiously characterizes many official statements on the arts and culture. Faced with the need to honour the apparently divergent principles of cultural quality and of popular choice, there's little wonder that many committees and working party reports opt for a bit of tactical soft focus on key issues. Finding fault with the popular can only too easily become the safe and uncontentious way to suggest to some that you've turned renegade against civilization.

That said though, it is still true that a contemporary piece of writing on cultural division might differ substantially from the quotation above by treating (however uncertainly) a situation to be tackled which the earlier writer saw as inevitable.

In this respect, the annual reports of the Arts Council have tended to follow the pre-war BBC in making national statements on division in ways which optimistically emphasize the possibilities for planned "improvement". A few of those involved viewed their function cynically, as a matter of "sowing Caliban" (a revealing phrase from within the BBC in the 1940s).

Perhaps such cultural sneering was not general, but however much propagating equality and diversity, they're some sort of "cultivation" and "enrichment" of (currently unenlightened) popular tastes. Indeed of popular sensibilities, even though these terms might not be chosen.

In general, metaphors carrying more egalitarian sentiments have been preferred, none perhaps more so than that of an "awakening" which suggests a natural occurrence and avoids any hint of imposing or implanting values. Here is an example from an Arts Council report:

A great many people require and which can make a better life for a great many more once their appetite and interest have been awakened.

Yet although there are many continuities within the dominant and also, importantly, within the radical ways of arguing about the arts and their relation to "quality of life", there have recently been some sharp questions asked about attempts to bridge cultural gaps.

In her polemical book on community art, *Artists and People*, Su Braden offered a blunt reformulation of the terms of cultural division:

Yet how, we may ask again, is it possible to ignore the fact that 85 per cent of the population finds the art of the other 15 per cent meaningless? The answer: the experts all come from the social group of the 15 per cent.

The art enjoyed and acclaimed by this minority was, she went on to argue, the work of "bourgeois culture" and was "therefore only immediately meaningful to that group".

Despite their awkward relation to each other, these three quotations prompt pressing questions about the arts and the public and about the idea of cultural democracy.

By what criteria do dominant conventions of cultural quality come to be established and reproduced so as to exclude much of what is popular? What is the relation to democratic principles of the championing and attempted extension of such minority standards? And what are the political and social implications of a national cultural pattern in which quality and popularity are most often at odds?

Any public arts policy which has failed to face questions like these is likely to be guilty of self-deception - its public character may be grounded in little more than funding and an institutionalized rhetoric.

What would be involved in answering this kind of question? Here I can only sketch some preliminary points - not so much for reasons of space but because the difficulties, at every level, seem to me to be considerable.

The first question raises the whole problem of defining the standards by which aesthetic quality is deemed judgeable or at least discussable. These are also the standards by which the cultural competencies of audiences and readerships will inevitably come to be gauged. Can they appreciate and take pleasure from the qualities which are there in this or that work of merit, in works of seriousness? Can they discriminate between this work and that less good or even that which is poor?

Noting the adequacy of people's responses may seem a socially divisive activity but it is surely a corollary of any approach to assessing the value of works? As such, it informs the teaching of literature, music, fine art and, more recently, of film within the education system. That some of the best advanced courses have paid close attention to artistic value as being importantly to do with the social relations of art production and social consumption has not, I think, significantly removed from the evaluative thrust (directable in different ways) of the critical training they offer. It's hard to see how it could.

But few of those who defend artistic standards and ideas of artistic quality against relativism or against commercially-induced debasement (a central but troublesome notion in the social history of modern taste) would risk trying to fix these principles by direct appeal to objective procedures of evaluation. The history of differ-

ences, fashions and feuds in the criticism of all the arts would not lend such a narrowly technical attempt at justification much credence. In that respect, Braden's reference to "the experts" sounds the wrong note.

A more common and perhaps philosophically light-footed appeal is that made to some consensus of response and description among those who enjoy the arts in question. Such an influential minority consisting both of artists, writers or musicians and those who are professionally involved in arts study and comment.

A consensus thus composed may well be loose enough to permit, indeed to encourage, a range of argument, but it is also frequently tight enough to offer disapproval or rejection both of certain kinds of work and certain kinds of response altogether, including perhaps much that forms part of popular culture.

Since a dominant strand of western cultural criticism tends to stress the demanding, intellectual and cognitively exploratory dimension of aesthetic experience, work lacking imaginative strengths in this area may well be judged inferior, however pleasurable it is to majority audiences and readerships. Trained intellect and serious pleasures are bound together in a way which cannot but highlight the links between the arts and the discourses developed through educational opportunity.

With some important differences, this appears to be true not only of Britain but of revolutionized societies like the USSR and Cuba too.

In fact, revolutionary criticism in Britain is particularly and sometimes vulnerably partial to employing rigorously cognitive (and often modernist) criteria for the arts - a Godard against a Schlesinger, a John Berger against a J. G. Farrell (let alone a Leslie Thomas) and always the questioning, reflexive and contradictory probing against the more consensus pleasures and fantasies offered by industry, action or tightly-conventionalized stylistic excess.

Where not even recategorization ("it's not art, but it's good entertainment") serves to legitimize popular cultural work in the eyes of those responding within the terms of some developed critical discourse, the appeal which it exerts over the minds and emotions of its audiences may be judged undesirable. This idea of the superficial, somehow synthetic and

"false" character of much modern popular culture is one about which the critics who voice it are right to be occasionally nervous (in the late 1950s Richard Hoggart made much use of the phrase "candy floss world" but recent accounts are mostly more broadly theorized in relation to a notion of ideology).

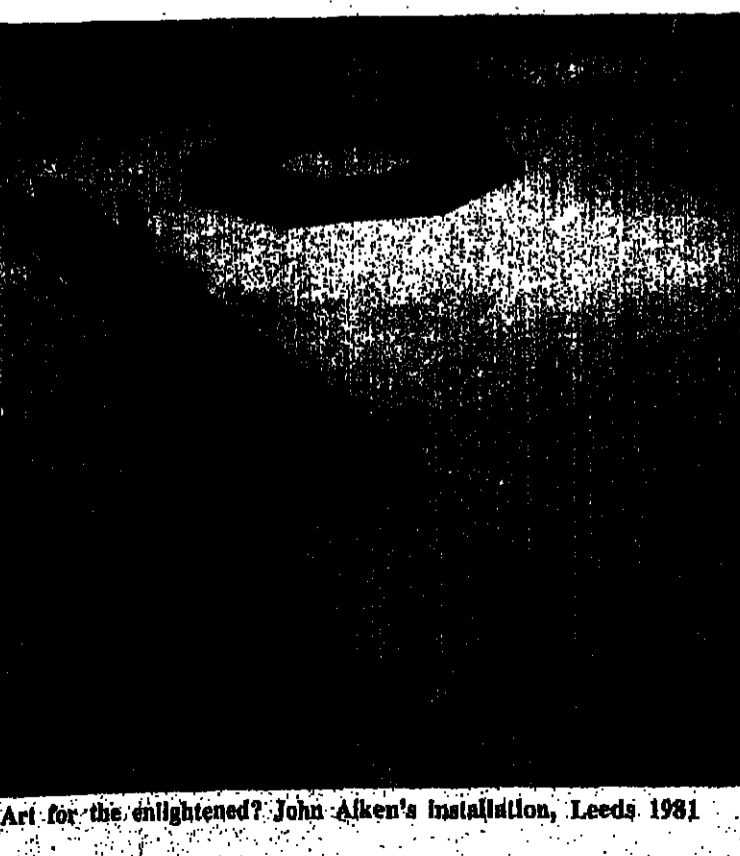
For, as I suggested earlier, any rejection of the popular is open to charges of elitism and antidemocratic sentiment despite the fact that such rejection may embrace the possibility of introducing people to richer, more questioning or more fulfilling options than those which form the range of current popular cultural production.

The related argument, that many people have been culturally short-changed into some complicity with organized popular art can (and frequently does) claim to be an expressly democratic one. Nevertheless, attempting to explain precisely how this process occurred, how certain "lowest common denominators" of taste were successfully appealed to or produced, by the strategies of the cultural market place risks incurring the tensions and embarrassments of any avowedly democratic account of popular susceptibilities.

The difficulties of the Labour Party in arguing against the introduction of commercial television and those of the 1962 Pilkington Committee in pressing the case against programme "irrevocably" certainly bear ample witness to the public awkwardness of this sort of stance.

The tensions of value across different cultural forms, leading perhaps more often in daily life to the coarsening or acceptance of brow distinctions rather than to reformative argument, are accompanied by severe practical problems about how to build any cultural bridges. For neither awakening nor Su Braden's idea of "immediate meaningfulness" register the fact that a majority of those people who take pleasure in the serious arts have had the chance to develop their interest within some context not only of regular study but of gradual familiarization.

Whether the process began as part of family life or was initiated more formally, it is extremely difficult to replicate either throughout the whole state education system or with an adult population, employed or not. Factors of social structure and class ensure this, not vagaries of "taste".



Art for the enlightened? John Alken's installation, Leeds 1981

For without the arts being necessarily class-based in Braden's sense - premised on the ideology of a particular class and having little or no relation to anything or anyone outside that class - they are clearly linked, as forms of communication, to class position. They are so because the range of cultural (including often linguistic) competencies and knowledge which their discourses require readers and audiences to possess and use have at present a strong class characteristic, grounded in inequality. Certain forms of work, most notably that by television playwrights, have gained wider accessibility and appeal but despite their success the limitations remain severe. The national pattern of cultural choices correlates strongly with the pattern of cultural chances, the distribution of cultural power.

Neither the relativism of "each class its art", leading to outright rejection of certain art forms as elitist and to attempts at constructing some authentic "people's art" (often, ironically, on behalf of them) nor the complacent consumerism of "each to his or her own taste" leading to an ignoring of the actual practices of cultural socialization and division, is able to sustain focus on the awkward conflicts of aesthetic value, political principle and social and economic structure.

Yet the current thought about extending the audience for serious work (even what is meant by that phrase cannot be assumed) are often themselves too ignorant both of these contradictions and of the inevitably social and political character of the differences they wish to eliminate.

No substantial change in the relations of people with the arts is likely without at least a concurrent change in the economic and social relations of a much broader realm of institutions and activities within culture and its basis in work. Ideas of "bridging", "extension" or of "access" often fail to register how some more comprehensive set of changed social relations is implicated in any plan to increase the democratic base and public centrality of the arts. Such a change would mean new kinds of work as well as new audiences and readerships. Alongside the apparent practicality conveyed by images of "bridge building", in which one works out from charted and stable shores with a fully blueprinted and fixed structure, it may all look worryingly fluid and visionary.

But it is this dimension of the problem which must be confronted in any political programme which claims (as I think political programmes should) that increased real opportunities for people to engage with a wider range of serious artistic work can, like other educational projects, mean improvement and not imposition. The confrontation will mean arguing openly for some cultural values over others and having to debate publicly the difficult questions of evaluation. Any practical proposals for giving some substance to the idea of cultural democracy need to start here.

And it seems a notion well worth giving some substance to.

The author is lecturer in the centre for communication studies, the University of Liverpool.



The American radical spirit lives on. Below, two views on its impact on culture and learning

# Billy Budd in a Brooklyn school

A 20-minute walk from the brownstones overlooking the East River brought you to downtown Brooklyn just after 8am when cops were emerging from fast food restaurants for the morning shift. The first thing to be done on the fourth floor classroom of the converted office block in Livingston Street was to rearrange the tables, regimentally ranked against the walls by the cleaners or clustered in an intimate semi-circle by young colleagues anxious to merge with the students. Better to ensure a focus of attention by planting a table for yourself out front, all eyes in view. Then back to the office for scrutiny of that class's performance a week ago.

In the event of dispute there would be minimal support from administration in the early 1970s, because it was through their windows that rocks were thrown and the tendency was to ally themselves with the students against the faculty by imposing "evaluations", the judgment of the qualified by novices.

Our school of liberal arts was one product of "open admission" adopted by City of New York University in response to pressure from the underprivileged, notably Puerto Ricans and Blacks. This let in students with lower high school grades than had previously been required, though it soon became evident that high school graduation had been suspect anyway. But some freshmen were either chronic absentees or merely postponing a life on welfare. It usually took half a semester to offload these, since the jobs of Puerto Rican and Black counsellors depended on keeping their numbers up.

In this unprecedented situation, the vice-president at interview was more concerned with my Workers Education Association experience than recent work at Stanford. One could soon tell why. Colleagues direct from graduate school, heads crammed with short-cut abstractions and learned articles, were still overloading the photocopyers when the first intake - Polish, Irish, Jewish, Wasp, Italian, West Indian, Black American and Puerto Rican - crowded in. Moreover, there were to be four-hour classes, to enable each group of 25 students to assemble weekly. Hence, and immediately, a discipline problem.

How to evolve, in this context, a teaching method? I began by memorizing names as early as possible, and, almost alone of the faculty, never addressed a student other than as "Mr" or "Miz". To most of them it was the first time that had been done, and the idea was to treat them as adults with a vote, not kids.

Interplay started, you could depend on a single exhibition in a fedora and yellow suede trousers swaggering in 20 minutes, late. 18. They were to have two years at the school; then, given a couple of weeks, you took the class past him, for most of these students were conscientious. They wanted a way out of ghetto or had fitful, middle-class parents. By mid-semester the wiseguys would be gone.

As to the four-hour classes, they were a challenge. The dean, a physicist strong on theory, and taking no classes himself, tried to enforce them. After a 9am start some faculty could be heard still sleepily at 1.20pm. One of these, who had come from such districts as no-go Bedford-Stuyvesant with *The Queen* in this way. Another signed off after two hours and was fired. I ran mine with one interval until noon and used the last hour for anyone



"Open" schooling offers the underprivileged an extra chance.

with special problems in my office. It was Olivier who said that 90 minutes (at what is 75?) is the maximum attention span for an audience.

With colleagues running *The Brothers Karamazov* or hoping for an entire course on *Moby Dick*, I also opted for brief reading assignments of the highest quality: Lermontov, a great favourite with the students, Melville shorts, *The Turn of the Screw*, *North and South* in three weekly sections, Stendhal's Waterloo passage. By the second year they would take almost anything, even Petrarch in translation. But they were doing three or four courses, sometimes with mountainous preparation and in many cases working long hours as security guards, supermarket cashiers, taxi drivers or clerks. And there were the hazards of transport as well. One beautiful Italian girl described her strategy on a long subway journey, moving forward systematically from carriage to carriage.

So awareness of a student's background was crucial, from class discussion to the design of courses. Why Jane Austen when the view from the windows resembled Manchester? These were mines of urban experience who had survived to the age of 18. They were to have two years at the school; then, given a couple of weeks, you took the class past him, for most of these students were conscientious. They wanted a way out of ghetto or had fitful, middle-class parents. By mid-semester the wiseguys would be gone.

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But the language of written work and exams was English and many students went home to first generation immigrants who didn't know it. There were attempts to have the rich Black American dialect accepted instead, rebuffed by pointing out that English is the language of the constitution and reaches more people globally. It was good to hear a senior Black colleague approving that.

When the political climate altered and the city slid towards bankruptcy, about art as a weapon in the class struggle, and in general it was a time when the social aspects of art were in the ascendency. As the communist line changed, the more extreme views disappeared, but ideas about culture and art never strayed too far from the communist orbit. Not much good art was produced, and most of what passed for Marxist criticism, at least in the orthodox variety, was doctrinaire and sectarian. But that is another question.

Today, there is no radical literature and art, not in the original political sense of the term. If we think of radical literature as Trotsky defined it, as the literature of bohemia and the avant-garde, not as the literature of the workers, this, too, is almost extinct. We cannot enter here into the critical controversy about whether modernism is dead, a controversy that involves the large shifts in our culture, the influence of the media, and the question of high, low, and middle art.

If the literature of modernism has survived, it is in an entirely different form: that is little resemblance to the spirit of Kafka, Eliot, Joyce, or such adversary and purist movements as surrealism or abstract expressionism. Today, there are some seeming extensions of modernist writing, but to cite figures like John Barth or Arjo Schmidt, they have been pulled to one side, as if were, remote from contemporary concerns of other literary currents.

Aesthetic radicalism seems no longer to be called for. Instead, what we have are artistic movements expressing the new kind of political

# Lonely but sane at the centre of politics

The recent Writers Congress in New York, the anti-nuclear movements in Europe and the United States, and other political trends indicate a new wave of radicalism, or, at least, what is commonly taken to be radicalism today.

It is too early to know what forms this new radicalism will take in the 1980s. But it is clear that it is different from the traditional idea of radicalism. So far, it seems to be a blend of attitudes popularly associated with the left or with Marxism, such as minority movements, trade union demands, environmentalism, welfare concerns, ethnic and feminist causes, Third World sympathies, and particularly to the Palestine Liberation Organization's disarmament, support of any insurgency against right-wing governments, antipathy to Israel, old-fashioned pacifism, and fear of war. Some of these attitudes coincide with the interests of the Soviet Union, but many of them are promoted by a variety of well-meaning groups and institutions. Maybe this is not what in the past was thought to be radicalism, but something still undefined.

I did not attend the New York Writers Congress. But I am told the atmosphere was more political than literary. There were many sessions - and resolutions - about the economic and legal rights of writers. Be that as it may, the left mood afloat in the United States has little in common with the spirit of the 1930s, except the general critique of an American government accused of adventurism in foreign policy and a threat to civil liberties and intellectual freedom at home.

It is much vaguer than the criticism of capitalism in the 1930s, and it is suffused with anti-nuclear pacifism, centering on disarmament, and edging towards unilateral disarmament. What is most significant about left movements in the last few decades is that they have been radical without being revolutionary, at least not in the traditional Marxist sense.

The current wave of radicalism is also very different from that of the 1930s in its cultural aspects. Then, the left generated its own culture, which was a composite of the ultra-left doctrines of the communists and, particularly in Europe, some lingering ideas about advanced art. The identification in Russia right after 1917 of modern art with revolutionary politics had been throttled. The air was filled with slogans about proletarian art as against bourgeois art, about art as a weapon in the class struggle, and in general it was a time when the social aspects of art were in the ascendency. As the communist line changed, the more extreme views disappeared, but ideas about culture and art never strayed too far from the communist orbit. Not much good art was produced, and most of what passed for Marxist criticism, at least in the orthodox variety, was doctrinaire and sectarian. But that is another question.

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radicalism akin to the democratic culture of the times, such as feminism and ethnic theory and writing. That World notions of culture are also popular on the left. Aside from whatever else these movements might signify, they attest to a shift in radical consciousness, one that might be seen as a departure from the ideal of revolutionary social change, however simply and vulgarly that idea was presented, to a commitment to group and national interests.

This development has had a considerable effect on political thinking, particularly on the left, but its impact has been to make the idea of radicalism very flexible and subject to manipulation by organized political forces. (It also has helped to stimulate a body of neo-conservative thought, in reaction. Essentially, the left today is an application of ancient idealism to any popular political cause that challenges the status quo.)

Generally, the fate of the left is an abstract question. But for political thinkers and for publications like my own, *Partisan Review*, they are not purely abstract. They involve making constant decisions not only about basic policies but also concrete ones about trends and individual works of criticism and politics, and even about fiction and poetry. For basic judgment in deciding what to write has something to do with one's basic political and aesthetic views.

*Partisan Review* was born in the 1930s, and its political history indicates the shifts in radical ideology. In the earlier period, the magazine was anti-Stalinist but left in politics, and modernist in literature. From the beginning, its literary views were not dictated by politics. Thus it had a receptive attitude toward writers who were gifted and movements that were intelligent and not necessarily progressive.

The radical wave of the 1960s presented a dilemma. One had to admire the resurgence of a radical mood, though it was nourished by a good deal of anti-intellectualism, political irresponsibility and extremism. Some of its fruits were to be seen in the adventures of the Weathermen, but this should not be used to disparage the entire movement.

The last decade, as I have suggested, has been dominated by the rise of "neo-conservatism" and the revival of a new, new radicalism.

Perhaps the importance of neo-conservatism lies in the fact that for the first time in recent history that conservatism has become intellectually respectable. A vast network of institutes, organizations, and foundations supports neo-conservative literary views. This means that conservatism, which used to be dismissed as a vestige of neoplatonism, has become a factor that liberalism is no longer the official philosophy of American intellectuals.

In many ways the neo-conservatives are as doctrinaire and extreme as the doctrinaire and extreme left. They are, however, free of the illusions that haunt a part of the left about the Soviet Union. The religious causes and nationalistic espousals, indeed, there seems to be some divisive force that permits the left to be more responsive to domestic human needs but binds it to the forces that threaten the life of the West. Conversely, the neo-conservatives are alert to external dangers but indifferent to problems of welfare and justice. This polarization puts a special burden on those of us who are not bound by ideological giances but are particularly at a time when the class of the world tends to push the centre seems to be the only place where one can find political sanity, but so far it is lonely and not very glamorous.

The place of Ruskin's father in any biography is crucial. As his son self-pity, he was a father who would have given his whole life for his son, and yet forced his son to sacrifice his life to him, and sacrifice it in vain. His father's pride and his pressures on the young child, perhaps all the more dangerous for the fact that they were unrecognized at the time. As Jeffrey L. Spear writes in his essay in *Approaches to Ruskin*, "the only child found perfect happiness in obedience to their laws, finding a joy in fulfilling parental expectations; while his over-protected childhood can be seen as responsible for many of his future difficulties, especially with women. The failure of his marriage to Effie Gray may have been in part due to subconscious or conscious feelings of parental disapproval, which could be traced to the extent of his love for Rose L. Touchet, was an obsession for an adolescent girl, and his games with the girls at Winton may be seen as compensation for a lack of childhood companions. His

company in childhood, and in later youth, came from his ever-present, ever-loving parents, who took him on family tours, encouraged his intellectual aspirations, and watched over his progress at Oxford so keenly that his mother took lodgings in the High to be near him. His father's ambitions were recalled in *Præterita*: how he was to enter the best Oxford society, take all the prizes, and get a double first.

by J. R. Watson

*The Wider Sea: a life of John Ruskin by John Dixon Hunt* Dent, £15.95 ISBN 0 460 04547 4

*Ruskin and Venice* by Jeanne Clegg Junction Books, £12.50 ISBN 0 86245 019 5

*The Ruskin Polygon: essays on the imagination of John Ruskin* edited by John Dixon Hunt and Faith M. Holland Manchester University Press, £30.00 ISBN 0 7190 0834 4

*New Approaches to Ruskin* edited by Robert Hewison Routledge & Kegan Paul, £10.95 ISBN 0 7100 0915 1

*Ruskin's Maze: mastery and madness in his art* by Jay Fellows Princeton University Press, £17.60 ISBN 0 691 06479 2

"I don't care about having my life written", wrote Ruskin to Charles Eliot Norton in 1869, "and I know that no one can write a nice life - for my life has not been nice - and can never be satisfactory." Ruskin himself made certain attempts at self-explanation in *Fors Clavigera* and in *Præterita*, but modern scholars such as Helen Gill Viljoen and Mary Lutyens have revealed the inadequacy of these: the problem is that neither does justice to the tangled world of Ruskin's experience.

The study of Ruskin is an endless journey, full of turnings and returnings, odd associations, digressions; and John Dixon Hunt's new biography is appropriately entitled *The Wider Sea*, an image which Hunt takes from Ruskin (who took it from Tintoretto). Tintoretto's study of painting that "sempre si fa il mare maggiore" ("the sea always gets larger"); the reader who is confronted with Ruskin's works in the 39 volumes of the library edition may well feel that the sea is formidably large to begin with. There are also, of course, the letters, diaries, and papers which were not used by Cook and Wedderburn; but they are a minor problem compared with the *Works* themselves, which form such a great mass of material, disparate yet often connected in such surprising ways, twisting and turning endlessly in their different preoccupations. Each book, or lecture, or letter, seems to have a life of its own as it moves from one subject to another: "your books", wrote his father, "will resemble a conjuror's box which you open expecting one thing and find another."

For, as Brian Malmgren reminds us in his essay in *The Ruskin Polygon*, there is a great danger of half understanding Ruskin; Malmgren is particularly concerned with what happened to Ruskin's teaching during the final years of madness and afterwards, but the point can be more generally taken. In particular, we need to understand his relationship to his own time: to his contemporaries, Ruskin was an urgent, controversial voice, exciting and at the time, as Jeffrey L. Spear writes in his essay in *Approaches to Ruskin*, "the world would have been twenty years ago 'but for Ruskin!' Dull? One is inclined to echo: dull? Was Ruskin really the great enlivener of the age of George Eliot, Tennyson, Browning, Arnold? If so, how? and what relationship does this have to our reading of Ruskin today? The answers to these questions emerge in various forms from the other works reviewed here; to non-Ruskinians, accustomed to contemplating only the backs of the library of a surprise, may well be something of a surprise. What some of them have been advocating all along, the centrality of Ruskin's thought and technique to twentieth-century modes of thought

and expression. Even such an unpretentious book as Jeanne Clegg's *Ruskin and Venice* is able to demonstrate Ruskin's power in the use of visual symbols (in, for instance, the Church of San Girolamo, turned into a flour mill, whose smoke is seen by the traveller on approaching Venice in *Stones* 1). Clegg's book, however, does not seek to draw out the full complexity of Ruskin's treatment of Venice and its vibrations on his work as a whole. Some of the essays in *The Ruskin Polygon* suggest ways of looking at Ruskin's work that are more penetrative and inclusive. Ruskin thought that "mostly, matters of any consequence are three-sided, or four-sided, or polygonal", and the editors of this volume assert that we need "to trot around the polygon of his imaginative achievement". It is an unfortunate image, because it suggests a looking in from the outside, a kind of brisk circumnavigation of Ruskin, which is not what is found here at all.

# BOOKS

## The enlivener of the age?

and expression. Even such an unpretentious book as Jeanne Clegg's *Ruskin and Venice* is able to demonstrate Ruskin's power in the use of visual symbols (in, for instance, the Church of San Girolamo, turned into a flour mill, whose smoke is seen by the traveller on approaching Venice in *Stones* 1). Clegg's book, however, does not seek to draw out the full complexity of Ruskin's treatment of Venice and its vibrations on his work as a whole. Some of the essays in *The Ruskin Polygon* suggest ways of looking at Ruskin's work that are more penetrative and inclusive. Ruskin thought that "mostly, matters of any consequence are three-sided, or four-sided, or polygonal", and the editors of this volume assert that we need "to trot around the polygon of his imaginative achievement". It is an unfortunate image, because it suggests a looking in from the outside, a kind of brisk circumnavigation of Ruskin, which is not what is found here at all.

The *Ruskin Polygon* is a collection of essays which is sometimes astonishing, and often very exciting - some of the contributions are dazzling in their range and insight, their ability to see Ruskin's imagination as part of the central imaginative engagement of our time between the mind and the external world. Wordsworth gave it a classic formulation when he described the poet, who considers man and the objects that surround him as acting and re-acting upon each other, so as to produce an infinite complexity of pain and pleasure; . . . and it is that "infinite complexity" that Ruskin wrestles with, in a way which anticipates some of the great modern masters. It was Tolstoy, for example, who said that Ruskin was "one of the most remarkable men not only of England and of our generation, but of all countries and times". For Proust, as Richard A. Macksey points out, Ruskin was one of the great European "directeurs de conscience" (with Nietzsche, Tolstoy, and Ibsen). Macksey's essay has a rather ordinary title, "Proust on the margins of Ruskin", but it is a brilliant and liberating examination of Proust's debt to Ruskin in order to show the qualities which they shared (in addition to some very real differences). Both writers have similar ways of seeing and feeling, struggles with digression, proliferations of interactive images; both strive "one in a profession of words, the other in a single vast work" to unite their associative and penetrative imaginations; both achieve a work which is complete and yet incomplete, recollecting and forgetting, weaving and unweaving. The infinite complexity of Wordsworth's poet has become the writer struggling with a necessary fluidity and incompleteness; he has a continual need to rewrite and re-formulate, to add to what he has already said, to modify it, to digress from it, to acknowledge its wanderings and struggles of the mind in its encounter with the external world. Another of the excellent essays in this collection, William Arrowsmith's "Ruskin, Fireflies", demonstrates this concern with Ruskin's "Imagination Penetrative", that imagination which adopts an image and uses it without destroying its original mystery. In Ruskin there are many natural images which are so used: water, serpents, stones, fireflies. Arrowsmith uses the last of these to demonstrate the complex wanderings of the mind, leading Ruskin through Dante, to the last of flight, to Dantesque Master Adam, to Isaiah: "how things blind and blend themselves together!"

Arrowsmith's quotation from the end of *Præterita* is a central one. Things really do bind together astonishingly in Ruskin. Victorian church architecture (as described here by Edward N. Kaufman) becomes an expression of natural forms: mountains, trees, geological stratification. The winding paths of his mind are

beautifully caught by two other essays which stand out in this collection. John Dixon Hunt's "Oeuvre and footnote" deals with the degree to which Ruskin's work is text and footnote, each fragment a gloss on other fragments in an endless interconnecting structure. So, as the end of *Modern Painters* admits, Ruskin can end his work but not conclude it, "for it has led me into fields of infinite inquiry". George L. Hersey's "Ruskin as an optical thinker" also suggests the infinite and unfinished he sees Ruskin as a latter-day Leonardo, striving to encompass all nature and all art.

The heady vistas of *The Ruskin Polygon* are complemented by *New Approaches to Ruskin*, more straightforward in its title and more predictable in its contents. It is less concerned with how to read Ruskin than with the discussion of various works or themes; it is informative and solid, though it is not the book which will pull the library edition off the shelves. The 13 contributors include art historians, literary critics, and a political historian; evidence, if any were needed, of Ruskin's polymathic concerns. The essays tend to concentrate on individual works, so that Alan Lee's broad-titled "Ruskin and Political Economy" is primarily concerned with *Unto this Last*, and George P. Landow's "Ruskin as Victorian Sage" deals with "Traffic", a lecture which Ruskin gave in Bradford in 1864. It is all neat and orderly (qualities which should never be despised when dealing with Ruskin), chronologically arranged from Van Akin Burd's essay on the almost unimaginable sermons on the Pentateuch which Ruskin wrote in boyhood to Brian Malmgren's account of Ruskin in the years between 1890 and 1914. Robert Hewison brings up the rear bravely, for all the world like a courier on a bus trip at a Ruskin conference.

The orderly conduct of this book is important; the book's limited aims are a great virtue, since the contributors do not venture too far into the Ruskin labyrinth. When we come to Jay Fellows's *Ruskin's Maze*, we get out of the bus and leap into the maze with cries of joy. The maze itself is a double labyrinth, and three-dimensional too, but getting lost is all part of the fun, and that is what we are here for anyway. The play of the critic's mind and the play of Ruskin's work become interwoven in a way which has endless possibilities, for Fellows's book itself has no

end, and of course no index, for an index would be imposing an order on the material. Fellows is very interesting about indexes, and Ruskin's use of them, especially in "Venetian Index". An index to Ruskin was like a broom, twigs tightly tied together: "to make an index tied up tight, and that will sweep well into corners, isn't easy."

Fellows is on to something: Ruskin's practice of meandering in *Fors Clavigera* is a good example, even without the specific reference to *Theseus* and the labyrinth in Letter 23. Similarly the image from *Præterita* of the child as a "Cock-Robinson-Crusoe" makes an interesting point of departure for the journey through the maze. Then the starting points change as the child develops, becomes a young man, goes to Venice, itself a labyrinth; here the maze is both an actuality (the streets, marked in places by a thin marble line, like Ariadne's clue) and a figure for a reality which was mastered only by a genius - Turner. As Ruskin's interests change, so do the serpentine movements of his mind through the dense labyrinths of thought and experience; and the journey is endless, for it turns and returns upon itself. In a final half-page sentence, which is clearly not an end, Fellows prouettes off stage, leaving the reader gazing every which way, convinced only of the amazing wanderings of Ruskin's mind.

Fellows's book is valuable, however, because it is precisely this complexity which makes Ruskin seem authentic. Of all the Victorians, he is the one who stands closest to Wordsworth: in the variety of his concerns, in the sense of their coming from individual experience and connecting with all his other experience, in the authoritarianism of his teaching, Ruskin is the true heir of Romanticism. Wordsworth's "infinite complexity" has become the vast "fields of infinite inquiry" accumulated in the 39 volumes. He is also the father of modernism; those volumes, in their ever-shifting, ramifying concerns, look forward to Joyce's *Stephen Dedalus*, and to the labyrinth of Pound's *Cantos*. Like Walt Whitman, Ruskin contradicts himself, and like Whitman, he knows it: "I am never satisfied that I have handled a subject: properly till I have contradicted myself at least three times." And, like Pound, Ruskin was large, and contained multitudes.

J. R. Watson is professor of English at the University of Durham.



Ruskin as portrayed by F. Waddy in "Once a Week" (1873).

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# BOOKS Producing for basic needs

**Development Perspectives**  
by Paul Streeten  
Macmillan, £25.00  
ISBN 0 333 28567 0

Over the last twenty-five years considerable change has occurred in development thinking. In the early days after the Second World War great faith was placed in capital formation and entrepreneurship. Rises in the share of savings and investment in national output were thought to propel less developed countries (LDCs) towards their Rostovian take-offs, and the Harrod-Domar model provided a description of the growth path which might be followed. Foreign aid fitted into this picture neatly, filling the "gaps" associated with inadequate domestic savings and foreign exchange. In reaction to colonial times much of the new growth was concentrated on import-substituting industrialization. Paul Streeten's *Development Perspectives* traces the moves away from these notions to debates on outward-looking versus inward-looking strategies, appropriate technology, redistribution with growth, and beyond. The first part of his book is concerned with the concepts, values and methodology underlying development studies. Subsequent sections discuss strategies, and cover in some detail the operation of multinational companies and the evolution of a basic needs approach to development.

Streeten does not see the successive replacement of one dominant set of development ideas by another simply, or even mainly, as the result of their failure when put into action. In many cases, he argues that new problems arose out of the successful solution of previous problems. The need for population control grew out of the lowering of mortality rates, and urban unemployment has partly been the result of high manufacturing growth rates, for example. Nevertheless many earlier ideas have been effectively discredited. Low income producers have been shown to be quite capable of saving, small farmers have proved able to introduce innovations, and generally very serious doubt has been cast on whether great inequality is a necessary condition for rapid growth. Some of the most successful LDCs have been ones where wide-reaching redistributions of assets occurred in the initial stages - South Korea, Taiwan, Singapore and Japan in its early years are examples.

Much of the book is devoted to pressing the claims of the basic needs approach to be the dominant and most useful current view of appropriate development strategy. It is also, Streeten argues, a criterion against which discussions of technology, employment, and trade and foreign investment policies can be conducted. Given that development often has the poorest people in LDCs, the basic needs approach concentrates on particular groups in society with a view to providing them with simple health care, clean water, basic foodstuffs, and so on. To this end production would need to be restructured towards simpler consumer goods, and public service provision probably would need to be increased. Streeten is hopeful that such programmes could be initiated by governments as well as by revolutionary governments, but he is well aware of the alliance between many LDC governments and the richer sections of their communities, and of the danger of benefits "trickling-up" away from their intended recipients. He advocates a virtual doubling of foreign aid, subject to the increase being earmarked for basic needs; such support, he says, should be channelled through new international institutions. Given that Streeten is critical

at many points in the book of the way our institutional imagination lags behind our technological progress, it is disappointing that his own suggestions for new institutions are not given more substance.

On multinationals Streeten emphasizes the wide range of bargaining outcomes and suggests that since many multinationals in manufacturing are involved only peripherally in LDCs, their services could be obtained at marginal cost while they recouped their research and development overheads through their operations in industrial countries. Co-operation between LDCs on tax and other policies would be an important factor in achieving this.

I was irritated by what appears to be an attempt by the publishers to present the book as if it were an entirely new work, when two thirds of it consist of reprinted pieces. One drawback is a considerable overlap between some chapters, especially those on multinationals, and there is no general introduction or even a preface. Certainly some rewriting would have produced a shorter, more integrated treatment, but most readers are likely to forgive these organizational shortcomings for the book is an important contribution to the development debate.

**John Thoburn**

*Dr Thoburn is senior lecturer in economics at the University of East Anglia.*

# Excess demands

**Unemployment: a disequilibrium approach.**  
by Mark Casson  
Martin Robertson, £15.00  
ISBN 0 85520 438 9

**The Economics of Unemployment in Britain**  
edited by John Creedy  
Butterworth, £5.95  
ISBN 0 408 10703 0

Recent developments in the analysis of unemployment are the subject of these books which are aimed at the student market. Mark Casson is concerned with theoretical issues, whereas John Creedy puts the emphasis on empirical work.

Casson brings together very neatly the considerable amount of work that has been undertaken on the disequilibrium analysis of unemployment in the past fifteen years. This development was initiated by Robert Clower's seminal paper published in 1965 and is based on the notion that markets are normally in disequilibrium, rather than in equilibrium. Prices, money wages (and hence real wages) can remain at non-market clearing levels; adjustment therefore has to come through changes in quantities.

This result, although obtained from general equilibrium models, is at variance with the standard general equilibrium result that with flexible prices all markets should clear. The difference arises from the distinction drawn by Clower between "notional" and "effective" demands. Market prices, which give signals to transactors, can only respond to effective demands - those backed up with cash. Thus unemployed workers have notional excess demands for goods in the sense that were they employed (and hence able to fulfill their supply plans) they would demand more goods. With no effective excess demands they are unable to transmit this information to employers. When money wages are not fully flexible there is no upward pressure on prices; and the real wage gets stuck at, in this case, too high a level. (Casson takes the reader through cases where "unemployment" is associated with too low a real wage).

In developing the various disequilibrium models Casson draws on an impressive range of work, yet manages to avoid cluttering the text with references. His analysis leads him to argue that at present not only is the level of effective aggregate demand too low but that the real wage is too high. (The debate over this latter possibility has been very

muted until recently in this country, in marked contrast to Australia, for example, where it has been intense since the mid-1970s). It is difficult to adjust the real wage, he argues, because unions have increasingly attempted to bargain for real, rather than money, wages. Thus an increase in aggregate demand leads to upward pressure on prices but this is immediately followed by money wage rises. Hence the policy needed to restrain the growth of money wages.

These policy issues are, inevitably, less fully developed than they might be and some of the assertions, for example, that the real wage is rigid downwards are open to question. It is, however, heartening to find such a theoretical book that also finds to the difficulty of explaining, and offering solutions to, actual situations.

**The Economics of Unemployment in Britain** consists of seven papers (mostly written especially for the book) preceded by a brief introduction by the editor. Although most of the papers are interesting and useful they don't really hang together as a book. Take for example the argument that disequilibrium unemployment arises because actual prices and wages are "wrong". Some causes of the rigidity of money wages is to be found in the operation of internal labour markets - perhaps in a way explained by implicit contract theory or because of the existence of firm-specific skills. These issues are sketched out briefly in a paper by Mark Casson (which is, in effect, a summary of his book). This is preceded by an interesting paper by Barry Thomas surveying British material on how labour markets actually adjust to changing conditions, and how this affects the flow of labour into the pool of unemployed. Neither author makes the link (presumably not having seen the other's paper) nor does the introduction. The informed reader will do so, but with the average, lower second class honours student?

There are also some curious omissions. There is no analysis of what the natural (or equilibrium, or full employment) level of unemployment in Britain might be. Although chapter four promises that "the concept... and attempts to measure it are considered at length in chapter seven", the reader will look there in vain for any such discussion. Nor is there any discussion of how the level of unemployment (and other factors) might affect the participation rate and hence the accuracy of figures on registered unemployment.

Taken on their own most of the papers are very worthwhile - in particular those by Professor A. B. Atkinson (who successfully completes the task of debunking the myth that high levels of benefits are responsible for a large amount of unemployment) and by Richard Disney, on unemployment insurance.

The book is well worth recommending to second or third-year students, who will probably need the guidance from tutors to derive the maximum benefit from it.

**Keith Norris**

*Keith Norris is reader in economics at Brunel University.*

# A Journey in my Head

Geoffrey Crump

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# BOOKS Instant history

**The Battle for the Labour Party**  
by David Kogan and Maurice Kogan  
Kogan Page and Fontana, £6.95 and £1.75  
ISBN 0 850385 40 7 and 00 636512 4

What is happening to the Labour Party at the moment? Coup d'etat? Civil War? Revolution? Suicide? Renewal? Irreversible Collapse? Few questions are more important, or more deserving of the attention of political scientists or journalists, watching the battles from outside the arena. Hence this lively and informative "instant" history - largely based on interviews and press clippings - is immensely welcome.

Anybody who has been confused or bewildered by the kaleidoscopic shifts of the past three years will find much enlightenment in the authors' sober analysis of groups, factions, the rigidity of money wages is to be found in the operation of internal labour markets - perhaps in a way explained by implicit contract theory or because of the existence of firm-specific skills. These issues are sketched out briefly in a paper by Mark Casson (which is, in effect, a summary of his book). This is preceded by an interesting paper by Barry Thomas surveying British material on how labour markets actually adjust to changing conditions, and how this affects the flow of labour into the pool of unemployed. Neither author makes the link (presumably not having seen the other's paper) nor does the introduction. The informed reader will do so, but with the average, lower second class honours student?

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Today, the leader, deputy leader and Labour MPs are all the property of the extra-parliamentary party, and hence must pay attention to conference and the National Executive Committee in a way that was never necessary before. Despite defections and retirements, the parliamentary party retains many of the old attitudes - though now it is increasingly inhibited about expressing them openly. But the party outside is unequivocally unilateralist, anti-EEC, and in favour of something called the alternative economic strategy which, like the theory of relativity, is probably more believed in than understood. Many of those until recently regarded as more or less extreme left-wingers are now reviled as class enemies by the new outside or hard left. Meanwhile, despite Mrs Thatcher, Geoffrey Howe and three million unemployed, Labour has recorded its lowest ratings in opinion polls since polling began. These developments are bound to have big consequences for the nation - either by losing Labour the next election, boosting the fortunes of the new SDP/Liberal Alliance, and hence perhaps paving the way to proportional representation or becoming a majority government again; or should Labour win the election, by putting in office a government committed to bigger changes in policy even than in 1945 or 1966.

How did it all come about? According to the Kogans, academic uncle and journalist nephew, "The answer is that a new element has entered British politics, and has acted with devastating force." This "new and extraordinary phenomenon" has been represented by Party Democracy and the Labour Co-ordinating Committee, and by Trotskyist bodies like the Socialist Campaign for Labour Victory and the Militant Tendency (brought together in the Rank and File Mobilising Committee). Working steadily and patiently through the complex organizational structure of the Labour Party, and with the party rule books as their guide, a handful of individuals at the helm of these bodies (and their associated committees has brought off victory after victory, rout after rout, steadily building up momentum in the constituencies and capitalizing on a party-wide revision against the supposed compromises and betrayals of the past.

It is a fascinating story and it is well told: extracts from interviews with participants, frequently quoted, will also be a valuable source for future historians. And yet the organizational skills and Jacobin fervour of the ultra-left is surely only a part, though not an insignificant part, of a much bigger and more complex process that is barely acknowledged in this book. Indeed, it is not being wholly unfair to describe the Kogans' approach as an exercise in conspiracy theory that takes the historical debate little further than George Gale's suggestion in the *Daily Mail* that all was the fault of "tinpot Trotskyist dictators in the constituencies".

Thus the authors acknowledge the importance of the trade unions but give only passing attention to them. It is left to a leading CLPD member to make the obvious point, around which the whole of this book might relationship between the Labour Party and the unions. So far as the latter is concerned, he dismisses the possibility of a legislative remedy because such action "might do more harm than good".

The author is frank in acknowledging the shortcomings of some of his data; the early part of the story has been skillfully pieced together from highly disparate sources; even the more modern data are derived largely from party accounts which are sometimes incomplete and which do not readily lend themselves to meaningful comparison. The faults of the book are its lack of sharpness in overall definition and its narrowness (and occasionally tendentiousness) in interpretation. Only very loosely can the financial "interest" of MPs be regarded as an extension of the party's main theme of party funding, and the treatment of the subject begs too many questions. The book deals almost exclusively with financial "in-puts"; we know, for example, that money is raised and spent by parties mainly to win or keep political office; we also have some idea, by looking at what they spend their money on, of what parties believe to be worthwhile expenditure; but it would have been useful to have had some speculation about the actual effectiveness of deploying political finance to influence electoral and other outcomes. And one would have liked the whole discussion linked to wider issues of representation.

Up to a point, the author has done his job very well. The book is based upon a wide range of source material, some of it new, and is impressively well-documented. There is no shortage of statistical tables. One learns all manner of things: for instance, that "by 1979 the cost per vote for Conservative candidates was one three-hundredths in real terms of the level of 1880". Despite all this detail, the book suffers from wooliness of purpose, and one is left with a sense that the author has not done full justice to his well-researched data. Bibliographically, however, the book is excellent. It contains much interesting material and should prove to be a very worthwhile quarry for other scholars in the field.

**Gavin Drewry**  
*Gavin Drewry is lecturer in government at Bedford College, London.*

# BOOKS The aid of the party

**British Political Finance 1830-1980**  
by Michael Pinto-Duschinsky  
American Enterprise Institute, £6.75  
ISBN 0 8447 3452 7

In choosing the topic of political finance, Michael Pinto-Duschinsky has tapped a potentially rich vein of fascinating material. The subject has acquired fresh topicality as the two-party system crumbles and the emergent SDP (with its own ideas about funding) strives to establish its credibility: it is no fault of the author that his narrative stops short of such recent happenings.

The book's main concern is with sources of income and patterns of expenditure (for electoral and other purposes) of British political parties, both nationally and at constituency level. It begins by tracing three historical stages: first, an "aristocratic" era of party finance, pre-dating the Corrupt and Illegal Practices (Prevention) Act 1883; secondly, a "plutocratic" era, roughly spanning the period 1883 to 1922, with special reference to the sale of honours; and, thirdly, a "modern" era, heralded by the Labour Party's early commitment to corporate sources of finance. Here the author discusses whether the Conservatives really did abandon their plutocratic financial base in the early 1920s and arrive, rather lamely, at a "halfway conclusion".

The middle chapters consider, in detail, the finances of the three main parties in the period 1945-79. A separate chapter is devoted to the dependence of the Labour Party on the trade unions ("the most important single source relating to British political finance") and the somewhat less heavy, and certainly less systematic, reliance of the Conservatives on company donations. The penultimate chapter reviews a motley assortment of devices by which political finance is "regulated".

Finally, the author considers, and decisively rejects, the notion of extensive state-funding for parties; he also addresses himself to two major problems, identified earlier in the book - the regulation of MPs' outside interests, and the unhealthy re-

lationship between the Labour Party and the unions. So far as the latter is concerned, he dismisses the possibility of a legislative remedy because such action "might do more harm than good".

The author is frank in acknowledging the shortcomings of some of his data; the early part of the story has been skillfully pieced together from highly disparate sources; even the more modern data are derived largely from party accounts which are sometimes incomplete and which do not readily lend themselves to meaningful comparison. The faults of the book are its lack of sharpness in overall definition and its narrowness (and occasionally tendentiousness) in interpretation. Only very loosely can the financial "interest" of MPs be regarded as an extension of the party's main theme of party funding, and the treatment of the subject begs too many questions. The book deals almost exclusively with financial "in-puts"; we know, for example, that money is raised and spent by parties mainly to win or keep political office; we also have some idea, by looking at what they spend their money on, of what parties believe to be worthwhile expenditure; but it would have been useful to have had some speculation about the actual effectiveness of deploying political finance to influence electoral and other outcomes. And one would have liked the whole discussion linked to wider issues of representation.

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# BOOKS

## The wild frontier

Plotting the Golden West: American literature and the rhetoric of the California Trail by Stephen Fender Cambridge University Press, £15.00 ISBN 0 521 23924 9

It may irritate some to realize that the effect of "the Frontier" on American culture is still problematic. Can't we count on scholars to solve anything? Surely all that research and debate inspired by F. J. Turner's famous "frontier thesis", added to the study of western myths and counter-myths, has established the cultural legacy of the West's "winning".

That the matter is still open is due to the subjective nature of the western experience. In dealing with the awesome uncertainties of the wilderness, its visitors and settlers resorted to what they already knew as well as to what they discovered; and imaginatively they projected what they know onto the West. To the extent, then, that the West was merely a projective screen for eastern imaginations, the West itself was not so much of a force in the shaping of American culture as one might assume. But was its role in fact so passive? We arrive here at points of some complexity, on which Stephen Fender's book is illuminating.

Fender discusses the literary responses of some Americans who took the overland trail to California in the middle half of last century. He includes literary travellers such as Washington Irving, explorers such as John C. Fremont, journalists and satirists such as Mark Twain. The heart of his study, however, consists of travel accounts by the "forty-niners", fairly ordinary men and women who joined the California Gold Rush. Their accounts, modelled in part on explorers' popular writings, frequently resorted to fanciful but conventional analogies with eastern landscapes. At the same time they tended to oscillate between high-toned description and scientific classification. They put together in the same texts what Philip Kalb and others have seen as two separate traditions in American literature: "paleface" gentility and "redskin" local grit. They did so out of unawareness; amateur uncertainty about how to write but also perplexity at how to render an environment that was at once so empty, so open-ended in its possibilities, and so densely filled with new things and events. That environment, however, encouraged certain kinds of conventional writing rather than others; in this sense it was not just a passive screen.

In loosely parallel ways, Fender follows the theme of eastern conventional frame *vis-à-vis* western experience in all the writing he deals with. Some of his analysis is forced and a little precious: why, for instance, does a brief description of hunters cooking symbolize a yearning for civilization, or

a cryptic diary entry have "psalmic" rhythms? The non-specialist will find the first six pages of the book too allusive to be clear. In the main, however, I found Fender's textual commentaries sensitive and convincing; and near the end of the book there is a superb defence of Irving. Fender is a careful historian who has steeped himself in his subjects' background, to vivid effect. A nice section of the study compares the men and women forty-niners. For various cultural reasons the women diarists were much less prone to extremes of rhetoric and technicality; at its best their writing was flexible and encompassing.

This comparison bears, as does the whole book, on the duality often noted by observers of the United States: the American leaning both to idealism and to pragmatism. Fender does not address himself to this wider aspect, but much of what he says is relevant. In his last chapter, where he assesses the influence of western travel writing on modern fiction, he is inconsistently kinder to that writing than in his earlier analyses, but his argument is important. For all their conventions and uncertainties, the western writers did not simply capitulate to eastern standards and style. They combined East and West, fancy and fact, preconception and experience, not in smooth mixtures but in creative tensions—the stuff of what is vital in American culture.

Rupert Wilkinson

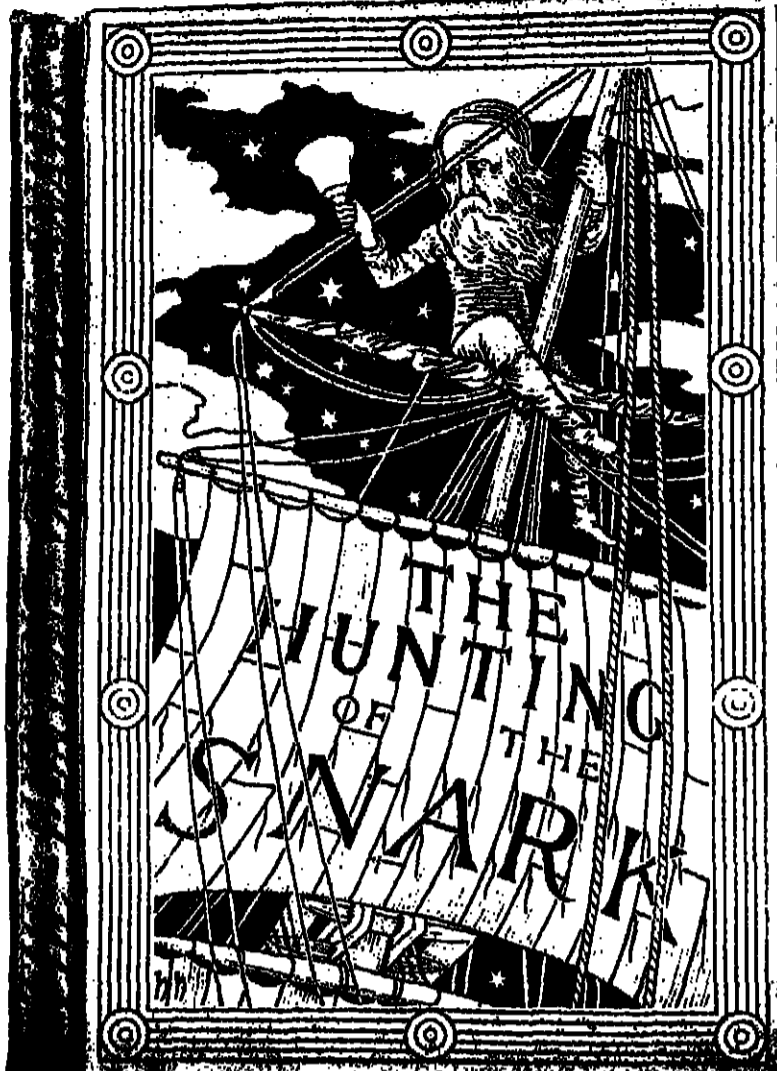
Rupert Wilkinson is reader in American studies at the University of Sussex.

## Growing hostility

From Prejudice to Destruction: Antisemitism 1700-1933 by Jacob Katz Harvard University Press, £12.00 ISBN 0 674 32505 2

Among the considerable number of publications which have appeared in recent years on the history of antisemitism there has been a marked tendency for scholars to seek socio-economic explanations and to emphasize the element of continuity. This has been especially true of the work on Germany where modern Jew-hatred found its ultimate expression.

The title of Jacob Katz's book indicates that it takes the latter for granted, although it does point out that far from being the inevitable outcome of the growth of antisemitism the "final solution" was the product of an especially perverse mental-ity and unique set of historical circumstances. Well mindful of the social and economic factors which aided its rise, Professor Katz (who was until recently professor of Jewish educational and social history at the Hebrew University of Jerusalem) chooses rather to focus on the ideological development of antisemitism. Using his vast knowledge of languages and the relevant texts, he



The spine and front cover of the first edition of Lewis Carroll's *The Hunting of the Snark*, taken from a new edition of the poem edited by James Tans and John Dooley (Freeman, £13.95). The edition includes Martin Gardner's Annotated Snark, an essay by Charles Mitchell on Henry Holiday's illustrations, and a bibliography compiled by Selwyn H. Goodacre.

deals exclusively with four societies in which Jew-hatred came to dominate political life at one time or another since the late nineteenth century - Germany, Austria, France and Hungary. The result is a well-written and useful contribution to our knowledge of the subject.

Professor Katz, somewhat unconventionally, begins his study in the period just before the Enlightenment with an analysis of Johann Andreas Eisenmenger's influential *Judeus Seditiosus* (Judalism Uncovered). Published in 1700, this is usually regarded as the last major tract denouncing Judaism and Jewry on the basis of the Jewish-Christian schism. Katz, while not denying its essentially religiously motivated character, sees it rather as a bridge between medieval and modern antisemitism. For, although Eisenmenger tries to explain the supposedly perfidious behaviour of the Jews on the basis of their religion, his criticism of them is very much in a social and economic vein. The arguments he developed concerning the duality of Jewish morality, ritual murder, and the so-called villainy of the Jewish nation of the diaspora, moreover, found their way into the general corpus of antisemitic literature and were even used by such emphatically anti-Christian writers as Voltaire, Bruno Bauer and Eugen Döhring.

It was, according to Katz, surprising that such a bridge should have existed in the first place, since anti-Jewish agitation re-emerged (in the 1870s and 1880s) just as Christian reservations about Jewish emancipation appeared to have been abandoned. The point he makes is that the traditional Christian critique of Judaism continued to sustain the negative image of the Jew in western society. Although he acknowledges, especially in the case of Germany and Austria, that antisemitism gained its greatest support in the context of economic crisis and the rejection of liberalism, he does not believe them to have been its root cause. Here, he follows the line of his previous book *Out of the Ghetto* (1973) in which he saw the problem much more in terms of the failure of assimilation to fulfil the expectations of "mass" Christians and many Jews that it would lead to the disappearance of the Jews as a separate and identifiable community. As a consequence, according to his analysis, indifference turned into hostility.

Although he is depressingly accurate about the anti-Jewish pronouncements of many Christian writers, there are a number of occasions when one could have expected a more balanced approach. In his treatment of the late eighteenth-century German philosopher Johann Gottfried Herder, for example, he could have gone beyond citing his anti-Jewish utterances and mentioned the contribution he made to improving the image of the Jew in western society through his translation and commentary of the poetry of the Old Testament and his admiration for ancient Hebrew culture generally.

Michael Riff

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## Genius and charm

Bismarck by Edward Crankshaw Macmillan, £9.95 ISBN 0 353 18364 9

A recent reckoning has it that there have been over 7,000 works on Bismarck. This is not only a tribute to his importance, as an historical figure, but also bears out the fact that each generation has to rewrite its history. Since 1945 Bismarck and all his works have looked much less admirable than they did in the days when not only Germans were spell-bound by the magnitude of his success, but a united Germany has disappeared, the high price exacted by his dazzling display of *Realpolitik* attracts most of the attention.

Edward Crankshaw's biography conforms to this new orthodoxy. Its strength lies in its portrayal of Bismarck as a man, and in its insight into his psychology. It is an unflattering picture: Hysteria and paranoia were always only just below the surface. The pietism fashionable among the Prussian aristocracy in the 1840s had given Bismarck a firm personal faith, but the confidence that "God was always on his side" left him free as a public man to act with few inhibitions. Little was sacred to him except

his own desire to dominate. Much about him was coarse and Crankshaw, not unjustly, makes frequent mention of his gross eating habits, which Disraeli described vividly: "Bismarck with one hand full of cigars, alternately, complains he cannot sleep and must go to Kissengen." Yet his charm could be compelling and there is no doubt about his genius. Like an artist he could weigh and sense the forces impinging on a situation, hovering with inspired opportunism between different options. With age he became more rigid and his positive qualities atrophied, so that his reputation as a superman increasingly did service for his inability to cope constructively with events.

All this is well put by Crankshaw, but his analysis of Bismarck's historical role is less satisfactory. The heroic years of Bismarck's career began with his appointment as Prussian Prime Minister in 1862 and ended with the achievement of German unity in 1871. Crankshaw's relentless indictment of Bismarck underestimates the dynamic social and economic forces operating at this time. Prussia was industrializing and rapidly outstripping Austria as a power. A self-confident bourgeoisie was expecting to reap the political and economic rewards of a more united Germany. A growing third estate was nursing its own expectations and these were increasingly incompatible with those of the middle classes. It was Bismarck's genius to have used these contending forces to achieve such an extraordinary degree of control over events. It is conceivable that without him the German-speaking areas of Central Europe would have attained greater unity without war, or that Germany, in whatever form, might have advanced towards parliamentary democracy of the British model.

After 1870 Bismarck claimed to be a man of moderation and peace in international affairs, and this claim is still broadly accepted by many historians, even by one as critical as A. J. P. Taylor. Crankshaw will not allow much of this. The gradual growth of a European public morality, he feels, was cut short by the war of the German sixties and after 1871 the German Chancellor continued to poison the atmosphere between nations with distrust, often by his deliberate and sometimes clumsy creation of tensions, as in the "war in sight" crisis of 1875.

Most recent writers have singled out for criticism Bismarck's role in the internal affairs of Imperial Germany, particularly after the abandonment of economic liberalism in 1878, but Crankshaw devotes relatively little space to those years. Bismarck had created parliaments to be used on tolerating the Reichstag on because it made him indispensable, it was symptomatic of his attitude that when one of his principal parliamentary opponents, Eduard Lasker, refused to pass on the confidence of the US House of Representatives and launched into a vitriolic attack on the dead man. In the 1920s Carl Schmitt, one of Nazism's more respectable intellectual progenitors, gave currency to the profoundly illiberal notion that the essence of the political resides in the *Praxis* *Feind* distinction. Bismarck, whose maxim was "a *coarsis* *convivis* *demis*", would have agreed, but the unduly prolonged dominance of such a man warped the public life of imperial Germany. His political style was totally unsuited to the rapidly industrializing and urbanizing society over whose fortunes he presided.

Crankshaw expresses regret in his preface that his book was completed before the appearance of *Bismarck: Der Mann* by the German historian Hans Mommsen. Nevertheless, Crankshaw's work will be useful to students, and will be read with pleasure by the general reader who enjoys serious biography and history.

E. J. Feuchtwanger

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# BOOKS

## The child as social being

A History of Western Education, volume three: The Modern West by James Bowen Methuen, £25.00 ISBN 0 416 16130 8

Like the other volumes, this concluding volume of Professor Bowen's History is made up of accounts of developments in schooling in several countries, summaries of the views of prominent educators of the times interspersed with attempts to locate these features in the social and political life of the period.

The outcome is a readable account of historical development, a little loosely structured but informative. Professor Bowen does not hide his ideological preferences; he favours what he terms "holistic" theories of education, by which he implies theories which emphasize "the wholeness of the child as an individual and as a social being" and the "interrelatedness of knowledge, even when expressed as a curriculum", notions which he locates in *Naturphilosophie*, at the end of the eighteenth century, of such as Rousseau, Pestalozzi and Froebel.

Those he dislikes include the neo-Herbertians, whose "clockwork method" was seen by many as a means of maintaining the servitude of the workers, creating uniform minds to do the mechanical, interchangeable tasks developed by a ruthless industrial-commercial system; conservatives in general, who are much frowned upon; those who in a "frontier society proclaiming the virtues of honest work" continued to pursue "latinity and an effete literary curriculum"; and, of course, inevitably, the *Black Papers* and their "reactionary rhetoric". Let me hasten to add that these are among the sillier of Professor Bowen's judgments; but it is fair to refer to them, for they point to a certain crudity and superficiality in his outlook. The reader should be assured, however, that there is solid meat in this volume, especially when it comes to questions of fact. Here, in general, he ranges widely and well. Indeed, had I not read his preface I might have been content to end my review on that note, having given due warning of the polarities within which at least the latter part of this volume has been conceived.

But the preface introduces a new dimension into the consideration; for there he defines his aims more closely.

In order better to understand the thrust of the entire work, it may be helpful to know that the original working title was *Western Culture and the Process of Education*, and I proposed to examine the interplay between the history of ideas and their institutionalization in the process of education. Even though the title was changed, that concern has remained, and the

achievement might profitably be assessed against that original intention. If this is what Professor Bowen intended, then this volume at least reveals some remarkable omissions. It is fair to assume that, as he is writing about education with its evaluative implications, he is using the word "culture" in its restricted, Arnoldian sense. The period under review is characterized by two events with crucially important implications for our culture - the rise of organized science and the arrival of the masses at the door of the school. About both Professor Bowen has a good deal to say. Where science is concerned he sees it as a contender for curricular attention and he assesses its effects on learning theory and pedagogy; but about many of its specifically cultural implications to which, in view of his stated intention, one would expect him to be especially attentive, he is silent.

For instance, the development of science assisted far-reaching changes in attitudes to language usage: I refer, on the one hand, to the "copiousness" of the humanists with their commitment to persuasive rhetoric and, on the other, to the development of the "close, naked, natural way of speaking", bringing all things near the Mathematical plainness" recommended by Bishop Sprat, in the earliest years of the Royal Society, in an endeavour "to separate the knowledge of Nature from the colours of Rhetoric". No one sensitive to cultural change could miss the profound educational implications of such a realignment; nor, indeed, could he remain insensitive to the extent to which science has contributed to a fundamental re-

orientation of attitude (implicit in this volume) from an educational commitment to the "imitation" of past models to one directed to "process", change and the future, with its implication of "relevance". In chronicling the arrival of universal education Professor Bowen remains totally silent on a crucially important line of educational thinking which questioned and has continued to question the cultural implications of bringing a total population to literacy. I refer, of course, to fears for the future quality of our culture expressed by men like Coleridge, John Stuart Mill, Matthew Arnold and Nietzsche and, in our own day, by Lawrence, Eliot and Lewis. Professor Bowen may predictably be unsympathetic to the controversy; but that is no excuse in a study intended to chart the interplay of western culture and education for leaving it out altogether, apart from the briefest of references in the preface to Matthew Arnold and the "ideology of superiority" among the bourgeoisie. It has been extensively chronicled, and from a variety of viewpoints: Professor Raymond Williams, in his *Culture and Society*, provided much background material; Dr B. Knight has charted *The Idea of the Century in the Nineteenth Century*; and Dr Kent has noted the ambivalence over *Brains and Numbers* which characterized many later Victorian thinkers - to mention but a few. This, furthermore, was no storm in a Victorian teacup, for its reverberations have exercised an important influence in the debate over comprehensivization and the agonizing about "elitism" and the "common curriculum" which are so marked a feature of the contemporary educa-

tional scene in the West. Yet it was a fellow countryman of Professor Bowen, A. A. Phillips, who expressed in simple language the fundamental cultural dilemma facing our schools today when, in an article in *Meaning*, he urged that "The new type of secondary school pupil is being allowed to erode the standards of our elite education, and simultaneously to suffer a type of education not designed for his needs". The roots of this dilemma lie in the Victorian debate over the threats and opportunities of mass schooling. It is highlighted in the very honest confession of one of Matthew Arnold's fellow inspectors, the Rev. H. Moseley, that the "inner life of the classes below us in society - the springs of public opinion, the elements of thought and principles of action" of the people whose offspring he and Arnold were paid to inspect were simply not known to them.

The central cultural feature of education is its appeal to consciousness through attempts to transmit meaning in a variety of media. The crucial dilemma for educationists in the post-Enlightenment world lies in a developing commitment to equality in the face of a transmission which, if it is to be true to the complexity of its subject-matter, is inherently socially divisive. The fact that Professor Bowen does not seem even to glimpse the quandary seriously detracts from the value of his historical survey.

G. H. Bantock

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# BOOKS

## A virtuous circle

German Engineers: the anatomy of a profession by Stanley Hutton and Peter Lawrence  
Clarendon Press: Oxford University Press, £15.00  
ISBN 0 19 827245 6

Professor Stanley Hutton's earlier book, which he wrote with J. E. Gerstl (*Engineers: the anatomy of a profession*, 1966), presented the results of a comprehensive survey of British engineers. His new book, with Peter Lawrence, presents the results of a similar survey of German engineers and thus offers the opportunity for contrasting the professions in the two countries.

The book is a mine of information, its main theme being that there is a "virtuous circle" in operation in Germany: "the status of industry, status of engineers, concept of *Technik*, quality of manufacture and economic success are all mutually reinforcing." The British Association study of 1972 (*Education, Engineers and Manufacturing Industry*) and the report of the Finiston Committee in 1981 (*Engineering Our Future*) have provided comprehensive analyses of the British problem, and responsibility for its solution now rests largely with the Engineering Council. As a member of all three bodies, I wish that Hutton and Lawrence's fascinating book had been available earlier, because it provides substantial new evidence and much food for thought.

The opening chapters report on the work that the authors have carried out in Germany. Although these make interesting reading, it is the later chapters, and in particular those on the status of industry and the status of engineers, that are most important. In describing Germany as the third culture, the art of manufacture, Hutton and Lawrence suggest that there are many reasons for the high standing of industry in Germany, among them the German penchant for specialization, the relative classlessness of German society, and the national attachment to *Leistung* (performance and achievement). These features also reinforce the status of the engineer: "the German view of the engineer is of a *Kölnner*, of someone who can do something, of someone... capable of achievement."

On the educational side Hutton and Lawrence emphasize how the pattern of German technical education is closely related to the needs of industry throughout the entire spectrum, from the professional engineer to the technician. They also emphasize the role of the state in supporting technical education, referring back to the early establishment of twelve technical universities, with status comparable to the universities. However, they also draw attention to the new German comprehensive universities, the reservations that many Germans have about this development and the new parallel routes to the *Dipl Ing* qualification.

One of the most important differences between Britain and Germany is that the German engineer is recog-

nized as ready to begin practice when he has obtained his *Dipl Ing*, whereas the British engineer is expected to obtain further industrial training leading to a qualification from a professional institution. As training has become more difficult to obtain in British industry, the Finiston Committee suggested that we should move towards the German practice, registering engineers after completion of integrated education and training, with the possibility of full institutional membership to follow later, after several years' practice.

Given that Britain does wish to move towards the *Technik* society (and some argue against its materialism), it is then a major intellectual challenge to determine how this move could be undertaken. Hutton and Lawrence point out that there is no direct correlation between a nation's GNP and the number of its engineers (a realization that dawned on both the British Association group and the Finiston Committee), and rightly conclude that the question is where can we break in to our less than virtuous circle, of underachievement in industry and low status of the profession.

I agree with Hutton and Lawrence that slavish emulation of the German system is not to be recommended. As they put it "the interest is in highlighting the best, not copying the lot", and this is what the Finiston Committee has also suggested. Where I disagree with Hutton and Lawrence is on the question of where action should be concentrated. Their view is that "the optimal point for constructive intervention is the education system". My concern is that this will not lead to the rapid action that is required. A major Finiston conclusion was that while we have tried for many years to create "supply-push" towards engineering within the educational system (and there is some evidence of limited success in this respect) it was "demand-pull" that had not been fully exploited, the wider industrial recognition of the value of the engineer. My own opinion is that urgent action is required within industry itself, rather than in the educational system alone.

J. H. Horlock

J. H. Horlock is Vice-Chancellor of the Open University.

## Meteoritic petrology

Meteorites: a petrologic-chemical synthesis by Robert T. Dodd  
Cambridge University Press, £35.00  
ISBN 0 521 22570 1

It is refreshing to see a modern text on meteorites written by a geologist and geochemist and intended as a teaching aid rather than as a reference work.

Meteorites being very much an interdisciplinary field, the author carefully and lucidly steers the reader through such topics as petrology, mineralogy, metallurgy, astrophysics and, finally, observational astronomy, as each impinges on the subject. Dodd, in my view successfully, departs from the traditional categorizations of meteorites in terms of iron, stony-irons, chondrites and achondrites. Instead, his petrological



Peasant at Dalecarlia, Sweden, with two girls, 1909. Taken from *Our Forgotten Past*: seven centuries of life on the land, edited by Jerome Blum and published by Thames and Hudson at £12.50.

approach enables him to group, for example, the mesosiderites (stony-irons) with eucrites, howardites and diogenites (achondrites). Such "associations" make for a logical sequence which should help readers in assimilating the information.

A brief introductory chapter, touching on statistics of flux, falls and finds, types of meteorite, recovery and nomenclature (all peripheral to the main theme), attempts to establish where meteorites come from and what they tell us about the formation and evolution of planetary bodies. The second chapter deals with the chemistry and classification of the most abundant groups of meteorites, the chondrites, and serves as an introduction to the following four chapters, which together make up half the book. Though a reflection of the author's own taste, this emphasis on the chondrites can be justified: as ancient aggregates of materials not melted since their formation, they represent our most important source of information on the early solar system.

Chapter three provides a clear account of carbonaceous chondrites, mixtures of high-temperature and low-temperature minerals which have aroused great interest and tempted researchers to propose diverse theories for their origin. For example, inclusions rich in calcium and aluminium in some types have been interpreted as direct condensates from a supernova, as early condensates from a hot solar nebula, or as refractory residues after heating pre-existing solids. Sections on isotopic anomalies in the noble gases and "organic" compounds and organized elements" are so brief as to give only tantalizing glimpses into potentially exciting topics. As neon-E (almost pure <sup>20</sup>Ne) may be the signature of interstellar grains in carbonaceous chondrites, a discussion could have been used to stimulate the interest of readers, especially those who are not petrologists.

Chapter four, on ordinary chondrites, adequately summarizes their chemistry and classification. Dodd then interprets their history in the light of various data gathered essentially during the 1970s. The more enigmatic, enstatite chondrites and achondrites receive similar treatment in chapter five. As chapter six, on "Time and process in the evolution of chondrites", is more interpretative, it is more open to criticism. For example, Dodd correlates an <sup>136</sup>Xe/<sup>136</sup>Sm ratio (figure 6.7), which is model dependent. Discussion of differentiated meteorites in chapters seven to nine, though lucid

would have benefited from expansion. A final chapter provides a useful summary of current views on the location of an number of parent bodies of meteorites.

Theories of the origin and evolution of the atmosphere and of the Earth's age have been based on comparison of levels of iridium and platinum-group metals in terrestrial rocks and deposits with levels in meteorites, has enabled us to infer that a major impact occurred on Earth near the end of the Cretaceous period. The inclusion of such topics could have enhanced the book's appeal, particularly for undergraduates.

Though too detailed for final-year British undergraduates, this enjoyable book provides an excellent and unique synthesis for postgraduates and university teachers.

Robert Hutchison

Robert Hutchison is curator of the national collection of meteorites at the British Museum (Natural History).

## Freshwater ecology

Biology of Freshwater Pollution by C. F. Mason  
Longman, £5.50  
ISBN 0 582 43596 0

The publication of Christopher Mason's book follows two decades of intensive studies in the field of environmental pollution. Before this period, Klein's *Aspects of River Pollution* (1957) represented a fairly comprehensive review of the western literature on the subject. To review the same fields today would be a prodigious task and would result in an encyclopaedic work rather than a textbook. Instead, the author has attempted to generalize the findings of the numerous biological studies and exemplify them by more detailed accounts of selected investigations and case-histories. Separate chapters, dealing with organic pollution, eutrophication, toxicity and thermal and noise pollution, together provide a most lucid summary of our present understanding of the complex ecological consequences of different forms of water pollution.

In a text of this size, the wide field of water pollution cannot be expected to be covered in depth, and in attempting to include sewage

treatment (which could well have been omitted), the author may have introduced minor misconceptions. In the oxidation pond system, as described and illustrated, carbon cannot be dissipated. This may be the situation in a few high-rate ponds designed for algal production, but in the large majority of ponds 20 to 30 per cent of the organic load is dissipated as methane from the anoxic bottom deposits. Such ponds are referred to as facultative ponds and provide an economical and simple method of sewage treatment in areas where climatic conditions are suitable.

The substantial chapter on eutrophication exemplifies the changing face of pollution. In earlier texts, for example that by Klein, the term does not even appear in the subject index. The definition of "eutrophication" is always a matter of controversy and in spite of the author's reference to the origin of the term - at the beginning of the century in peat-bog ecology - the definition he adopts would include organic pollution, the subject of the preceding chapter. In use it is usually restricted to "enrichment of waters by inorganic plant nutrients, especially phosphorus and nitrogen", but other definitions embrace the complex cause-effect relationship by adding "and the resultant increase in primary production". By implication organic pollution occurs in rivers and eutrophication in lakes; but rivers choked with algae and weeds and estuaries fouled by *Ulva* (sea lettuce) are surely suffering from eutrophy?

The euphoric views expressed by the author in extolling the virtues of the "fluidized bed" - a spin-off from biotechnology - in removing nitrogen, might be tempered in practice. The economics of supplying oxygen for the nitrification stage at the rates required and difficulties with solids separation need to be considered. In practice the provision of an anoxic zone in the conventional activated sludge process, by simply removing some aerators, reduces the nitrate in the effluent to acceptable levels and at the same time reduces the aeration costs by utilizing the oxygen in the nitrate to oxidize some of the organic matter which acts as the hydrogen acceptor in the denitrification process.

In the past water pollution control was the domain of the engineer assisted by the chemist. The appointment of a biologist was in many cases as prestigious as the acquisition of an atomic absorption spectrophotometer. The first and the last chapters in the book deal explicitly with the application of biology and the role of the biologist in the industry. The author's former post as biologist with the Water Data Unit enables him to present a strong case for biology. As examples, the biological assessment of water quality in the field and by laboratory techniques are outlined in a separate chapter.

Ecologists with an interest in invertebrates may find fertile field of application in biological surveillance. Unfortunately this has resulted in a profusion of indices and scores that has made the acceptance of a common system suitable for national pollution surveys most difficult. One may feel that biological surveillance is more preached and researched than practised. The comparison of different methods has proved a popular student project, and worked examples are provided as appendices in the book. In parts of the world where invertebrates such as *Simulium* fly, mosquitoes and molluscan vectors of schistosomiasis, present a public health hazard to man, their use as mere indicators is less common.

In common with other texts on freshwater biology, Mason devotes a section to different types of sampler which have been devised to sample organisms living in the river bed. But how many of these samplers, repeatedly described, are in fact ever used?

Having ridden several hobby horses through Dr Mason's well written and well illustrated book, I must reiterate my belief that it will come to occupy a useful niche in the ecology literature, and become established as a popular text with students.

H. A. Hawkes  
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# BOOKS

## Semantic maze

Phylogenetics: the theory and practice of phylogenetic systematics by E. O. Wiley  
Wiley, £27.75  
ISBN 0 471 05975 7

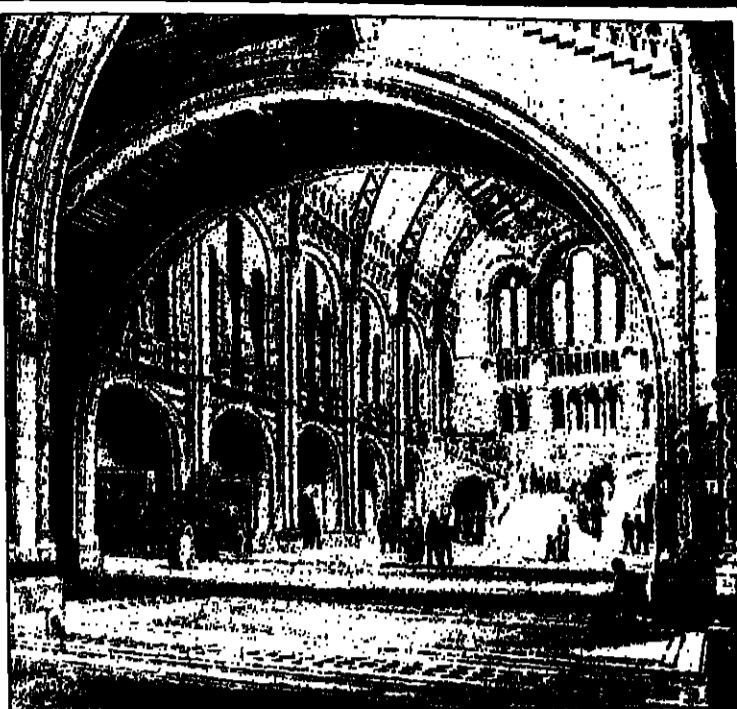
"Phylogenetic systematics is a total approach to systematics with two major goals: reconstructing the evolutionary relationships among organisms and integrating the results into general reference classifications." Thus runs the introduction to this major work of scholarship, in which E. O. Wiley provides a remarkably lucid statement of the theoretical basis for phylogenetic systematics (better known as "cladistics", because of its concentration on the branching patterns of inferred phylogenetic trees). He sets out the basic assumptions, pursues their implications with meticulous argument and draws together an impressive (albeit, rather one-sided) array of material as grist to his theoretical mill.

In addition to the brilliant exposition of standard cladistic theory in the first seven chapters, he goes on to provide well-written guides to modern developments in biogeography, principles of museum specimen collection, quantitative approaches to character analysis, and practical implications of rules governing nomenclature. Wiley's primary goal, however, is to convince the reader that cladistic theory is far superior to the main alternatives ("evolutionary systematics" of the Mayr/Simpson school; "phenetics" of the Sokal/Sneath school), and that it has an impeccable foundation in formalistic logic, guaranteeing its success as the new paradigm for phylogenetic reconstruction and classification.

In the face of such scholarly exposition, it might seem rather impudent to suggest that this elegant edifice could be rooted in misconception. Has Wiley really encapsulated a superior new paradigm, or is he merely locked in an (admittedly elaborate) semantic maze?

Cladistics is founded on two central tenets. First, cladists believe that they have more rigorous, reliable methods for reconstructing phylogenies. Second, they believe that the "best" classifications are direct translations of the inferred branching sequences of their phylogenies. There is no compelling reason why the second tenet should follow from the first, although Wiley makes much of his repeated claim that only a classification based strictly on inferred phylogenetic relationships can be "natural". All classifications are man-made constructs employing collective group names devised for simplicity of reference. The obligatory element of artificiality is, if anything, increased with biological classifications, since discontinuous categories must be imposed upon basic units (species) connected by a strong element of continuity (phylogenetic descent). The ritualistic coupling of the two cladist tenets is unfortunate, since there is a substantial element of truth in the first, while the second is (at best) unproductive.

Hennig, the ancestral cladist, made a major contribution to the theory of phylogenetic reconstruction by insisting on the distinction between convergent similarities, primitive (common ancestral) homologies and derived (later emergent) homologies. Only the latter reflect phylogenetic relationships within a given group of organisms investigated. This is fine in theory, but in practice the problem is to escape circularity and define rigorous techniques for the recognition of derived homologies. Cladists believe that such recognition can be achieved operationally with a limited number of basic rules. The most fundamental of these is the "out-group rule": given a choice of several possibilities for the primitive state of a given character in a group of organisms, the matter is settled by selecting a related group of organisms (the "out-group") and assuming that the primitive state is that com-



Alfred Waterhouse's Natural History Museum, London. View of the Central Hall looking from the entrance towards the principal stairs. Pencil, sepia pen and watercolour, 1878. Taken from *The Great Spectators* by Gavin Stamp, published by Trefoll Books at £11.95 and £5.95.

mon to both groups. This is a useful principle, but by no means infallible, and it is circular in that some established patterns of phylogenetic relationship must be assumed to identify an appropriate out-group.

The other, subsidiary, rules (for example, ontogenetic character precedence; geological character precedence; biogeographical progression; correlation of character transformations) are all useful but subject to error. The frequent assumption that common character states in a group are necessarily primitive is also unreliable. Wiley accepts this, but suggests that it is only *ad hoc* if used within a group (taxon). In the context of an out-group comparison, he believes that the "principle of commonality" achieves valid status as the warranted out-group rule. This is surely a logical fallacy: the in-group and the out-group combined form a higher-level taxon, such that the out-group rule becomes *ad hoc*.

In fact, phylogenetic reconstruction inevitably boils down to a balanced assessment of probabilities, with conflict frequently occurring between different "rules". The distinction between convergent, primitive and derived character states is usually the outcome of phylogenetic analysis, rather than an operational step thereof. Further, cladists relatively little attention to functional aspects and we have yet to see incorporation of the principle of allometry (scaling of body size) into cladistic character analysis. Since scaling is one of the prime sources of convergent evolution, no analysis of the evolution of morphological/physiological characters can be complete without reference to it.

Since demonstration of the efficacy of cladistic reconstructions is fundamental to the credibility of the theoretical framework, it is disappointing that Wiley restricts his appointing that Wiley worked extant illustration to only three explained in the appendix, none fully involves just four main lineages and the numbers of characters covered are only 21, 20 and 6, respectively. Experience has shown that such small numbers of characters are likely to yield only a very provisional estimate of phylogenetic relationships. Reliable phylogenetic reconstructions will only become possible when we find effective means of integrating really large numbers of characters (including morphological, physiological, chromosomal and biochemical data).

The second cladist scheme of classification is "the best" is based on the curious belief that the primary function of a classification is to permit retrieval of the phylogenetic inferences used to construct it in the first place. For most people, however, biological classifications serve mainly as a reference system and, above all, as a source of collective group terms for ease of reference to groups of organisms in written accounts. Stability is paramount: frequent change in the meanings of collective terms can only generate confusion. Wiley makes the inexplicable claim

that cladistic classification leads to greater stability, but this is a logical impossibility. The mere introduction of an alternative basis for classification must inevitably give rise to instability.

In addition, phylogenetic relationships can only be inferred and inferences differ from one worker to another and change rapidly with the acquisition of new data. Therefore, cladistic classifications must differ from one worker to another and rapidly over time if they are to fulfill their supposed function of accurately reflecting phylogenetic relationships. With classical evolutionary classifications, by contrast, theory only requires that they be compatible with inferred phylogenetic relationships and a greater degree of stability is therefore permitted.

In some areas the recent cladist influence on classification has definitely led to linguistic anarchy. With the order Primates, for example, there are now literally dozens of competing classifications each embodying ephemeral phylogenetic hypotheses. Wiley himself offers one overly claudic classification of the Primates which places the orang-utan, chimp, gorilla and man all together in the family Hominoidea, previously reserved for man alone. (This, of course, automatically makes nonsense of the thousands of previously published references to "hominid evolution".) The second cladist tenet, far from ushering in a welcome era of stability in biological classifications, has proved to be a prescription for built-in obsolescence and for lamentable confusion of the separate fields of phylogenetic reconstruction and of classification.

Much as I might be regrettable for any unwitting reader to fall under any pernicious influence of cladist prescriptions for classification, Wiley's book is without doubt to be recommended as the clearest synthesis yet of cladistic theory. But beware! As one of the great evolutionary systematists said at a conference some years ago, cladism is the set of plausible logical extensions of the separate fields of phylogenetic reconstruction and of classification. The philosophy of mind presented here is an attractive variation of emergent materialism in which the relationship between brain and mind is seen as the same as that between a gramophone record and the music which can emerge from it. The part played by the soul in their story is somewhat opaque, and the term sometimes seems to be interchangeable with mind. Soul is said to represent personal and species style, but it is not clear why these fall to be properties of mind.

Neurophysiological explanations, however, are brushed aside in this mechanistic exercise, as we are cheerfully left to consider: "Is the soul greater than the hum of its parts?"

R. D. Martin

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## Body and soul

The Mind's It: fantasies and reflections on self and soul composed and arranged by Douglas R. Hofstadter and Daniel C. Dennett  
Harvester Press, £9.95  
ISBN 0 7108 0552 4

What is it that people, animals and

machines have that allows us to conclude that they have (or do not have) souls, minds, and an awareness of personal identity. This is the question that concerns Hofstadter (already well-known for his *Gödel, Escher, Bach: the eternal golden braid*) and Dennett (the author of *Brainstorms*) in this entertaining combination of philosophy, artificial intelligence (AI) and science fiction. In a most engaging manner and with the aid of previously published extracts from a large number of writers, each accompanied by a provocative commentary, the authors attempt to consider the conditions necessary for something to possess a mind. However, although the extracts come from a variety of sources in literature, philosophy and science, they all tend to be speculative.

Recent developments in computer science have given a new burst of life to philosophers, who seem to be enjoying the advent of AI as much as they enjoy writing science fiction about brain transplants and how the minds of the dead may be recovered from schematic descriptions of their brain physiology. Indeed, such is the composition of the book that it might have included an extract from A. E. Van Vogt's *The Man With A Thousand Names*, in which a fugitive escapes by having his mind simultaneously occupy the bodies of an entire population. Many of the selections make ideal weekend reading, but is there any longer lasting message? I think that there is, and it concerns the material origins of mental life.

Hofstadter and Dennett do not set out to provide a comprehensive treatise on the philosophy of mind, and there is no attempt to offer a balance of argument. What they have done is to illustrate the complexity of the problem, for the benefit of anyone who thought that there was a simple answer. Computer simulations of thought play an important part in the presentation, for they can give the distinct impression of possessing intentional states, an essential characteristic for anything possessing a mind. At the present time, we are told, such machines do not exist, and observers sometimes make the error of anthropomorphising. Machines sometimes seem to behave in the same way that we do, but simulated thought is not acceptable as a criterion for mind because it lacks intentionality. The chess program which beats you is only following orders and cannot be said to understand what it is doing. It cannot be said to "want" to beat you in the same sense that you want to beat it. For a machine to have a mind, to be able to think for itself, it will need to possess intentional states, and for this it will need emotions. Whether simulated intentionality will be acceptable as a criterion for mind is a circular puzzle, for if simulated rainstorms do not make people wet, why should a simulated intentional state be aware of itself or even be capable of having beliefs about itself?

Although the speculations in this book amount to more than good fun, greater consideration of the behavioural evidence might have enhanced the reliability of the message. I would have particularly welcomed some thoughts on the split-brain patients who seem to possess two minds, and who have provided so much difficulty for contemporary dualists such as Popper and Eccles. The philosophy of mind presented here is an attractive variation of emergent materialism in which the relationship between brain and mind is seen as the same as that between a gramophone record and the music which can emerge from it. The part played by the soul in their story is somewhat opaque, and the term sometimes seems to be interchangeable with mind. Soul is said to represent personal and species style, but it is not clear why these fall to be properties of mind.

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Jonathan Silvertown

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## Woodland strategies

Woodland Conservation and Management by George Peterken  
Chapman & Hall, £25.00  
ISBN 0 412 12820 9

In 1977 the Nature Conservancy Council published its *Nature Conservation Review* which details the British woodlands of foremost conservation importance. In 1980 Oliver Rackham's *Ancient Woodland* gave primary woodland a scholarly and very thorough treatment. Two independent, nationwide classifications of British vegetation, including the woodlands, are currently being prepared. With all this documentation of British woodland, the reader may be forgiven for thinking that conservation might benefit from less tree felling rather than more print.

Peterken attempts to provide a more general introduction than any of these specialist works. This is a difficult task especially as the author clearly states that his book is not intended to be a general textbook of woodland ecology. Indeed, the woodland fauna is not really covered at all. What the book has got to offer, however, is a synopsis of British woodland types by yet another (third) new system of classification, an account of the historical factors which influence woodland structure and composition, a discussion of conservation objectives, methods of recording and conservation assessment, and several chapters on the implementation of conservation management policy in woodland.

This well written book, with its coherent approach, should be of value to the practical conservationist who wants all these aspects presented in one volume. Its distinctive feature is a more-or-less successful attempt to marry an understanding of historical processes in woodlands with their observed results on the ground and to use this to direct future conservation management. With the appropriation of the woodland classification, the components of this approach are not entirely new, although their related presentation is.

In the last part of the book, dealing with practical aspects of management for nature conservation, Peterken sets out 15 "strategic principles" to guide those involved in this work. These are based upon an account of historical changes in woodland disturbance and the ability of tree and herb populations to sustain themselves in ancient sites and colonize new ones. Because there are a substantial number of species unable to colonize new woods easily, the most important principle is an obvious one: "minimize rates of change within woods". As Peterken is also conscious that foresters not primarily concerned with nature conservation, may look for advice in his book, he advises afforestation with a diversity of native trees, leaving some unafforested gaps to create a greater diversity of habitats.

Overall, Peterken's approach may appeal to two readerships. One, rather small, readership concerned with strategic planning may find Peterken's classification of woodland types and his principle 13 ("manage a proportion of woods on non-intervention lines") useful. To most other readers, however, this principle, together with others, deal with matters beyond their interest, though not beyond their interest. Nevertheless, they will find plenty of helpful information and guidance, although it is not the kind of reference work in which one can search for information on individual species very easily, as there is a separate site index but no separate species index (again indicating Peterken's strategic rather than particular approach). Another minor drawback is that the subject index references only 16 species of plant by Latin name and only three arbitrarily chosen animals.



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Honorary degrees for Brendan Foster, Flora Robson, Simone Vell among others

## Honorary degrees

The following are to be awarded honorary degrees in July:  
 Dr David Fishlock, science editor, of the *Financial Times*.  
 Sir Professor Sir Herman Bondi, chairman

## Fellowships

The following have been elected fellows of the Royal Society:  
 Dr Ulrich Wolfgang Arndt, Laboratory of Molecular Biology, Cambridge; Professor Rodney James Baxter, professor of the department of theoretical physics, Australian National University; Professor Michael V. Berry, professor of theoretical physics, Bristol University; Professor James Derek Blackall, senior research associate at Imperial Chemical Industries Ltd and visiting professor of materials science, Surrey University.  
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## Parasitology Unit, Belem, Brazil; Dr Michael Francis Land, reader in biological sciences, Sussex University; Professor Peter John Lawrence, professor of electrical engineering and head of the department of electrical and electronic engineering, Leeds University; Professor William Russell Leitch, professorial fellow in the department of physiology in the John Curtin School of Medical Research, Australian National University, Canberra; Professor Stephen F. Mason, professor of chemistry at King's College London.

The following are to be awarded honorary degree on July 20:  
 LLD: Mrs Simone Vell, former president of the European Parliament.  
 Litt D: Mr Brendan Foster, sportsman, Dame Flora Robson, the actress.  
 DSc: Professor Joseph Chatt, emeritus professor of chemistry at Sussex University.

## Forthcoming Events

"Information Technology Education and Employment", a one day conference is being held at Sheffield, on April 6. The conference organized by the Social Studies Faculty aims to provide a forum for evaluating the implications of information technology for the labour market and for the nature of educational provision within the tertiary sector. Fee: £25. Details from the Information Technology Education and Employment Unit, 33 Collegiate Crescent, Sheffield, S10 2BP.  
 "Directions in Film and Television Studies" the British Universities Film Council annual conference in this year running in parallel with another "Working with Audio-Visual Media in the Social Sciences". The latter will deal with law, business studies, management, industrial relations and related topics. The conference is being held from April 5-7 at the University of Warwick. Details from: Prof. Alan Hodge, 81 Dean Street, London W1V.  
 A call for staff and student papers and ideas on "The Role of Higher Education in Society" is being issued. The conference will be held at the University of Warwick, Coventry, on April 5-7. The closing date for contributions of around 100 words is April 30. Send to PO Box Continuing Education, Coventry CV4 7AL. All Saints Building, Manchester, M15 6BH.

Rameshchandra Rao, professor and chairman of the Solid State and Structural Chemistry Unit and the Material Research Laboratory of the Indian Institute of Science, Bangalore; Dr Lewis Edward J. Roberts, director of the Atomic Energy Research Establishment, Harwell and member of the board of the United Kingdom Atomic Energy Authority; George Stanley Rushton, emerita professor of social physics, University of Newcastle upon Tyne.  
 Professor John O. Slater, professor of nuclear geophysics at the Massachusetts Institute of Technology, USA; Dr Graeme Bryne Spald, reader in mathematics, Oxford University; Professor David R. Trenham, Edwin M. Cramer professor of biochemistry and biophysics in the department of biochemistry, Philadelphia, USA; Professor John Stuart Turner, professor of geophysical fluid dynamics in the Australian National University, Canberra; Professor Philip James Edwin Webster, professor of physics at Princeton University, USA.  
 Mr Peter Reinger, deputy director of engineering, BBC. Professor Chintamani Nagasa

# management education A SPECIAL REPORT



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## Wiley

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 edited by R.D. Freedman, New York University; C.L. Cooper, University of Manchester and S.A. Stumpf, New York University  
 A book for all those in the underdeveloped as well as the developed world, involved in education management. It is concerned with the developments of management education through theory and research and through its implementation through good programs and courses. It covers such areas as corporate strategy, organizational behaviour, career planning, experimental learning etc, each treated by experts in each field.  
 0471 10078 1 approx. 248pp June 1982 approx. \$30.60/£12.75

**ADVANCES IN MANAGEMENT EDUCATION**  
 edited by J. Beck and C. Cox, both of Department of Management Sciences, University of Manchester Institute of Science and Technology  
 Identifies and appraises current trends in management education and points out the practical implications to those involved in the training of management and identifies areas for further research and development.  
 0471 27775 4 370pp October 1980 \$41.55/£17.50

**EVALUATING MANAGEMENT EDUCATION**  
 by R.M. Hogarth, INSEAD (The European Institute of Business Administration) Fontainebleau, France  
 A book on the evaluation of management education based on the detailed investigation of one training centre. Because this establishment occupies a midpoint between an independent centre and an in-company scheme, some general lessons can be learned from this case study.  
 0471 99739 0 368pp June 1979 \$41.55/£17.50

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11.30 National income and economic policy. Keynes and the War Economy (D284; prog 2)	12.18 Mathematics across the curriculum. Playing with Functions (F4E233; prog 2)	24.00 Understanding space and time. Isotropy of Space (S334; prog 2)
12.40 Quantum theory and atomic structure. Fourier Analysis (S333; prog 3)	13.00 Personality and learning. Jost's File (E201; prog 3)	00.20 Schooling and Society. Education for Servitude (E202; prog 3)
13.20 Social needs in education. A Dependent Future, pt. 2: Time to Get Up, Duck (E241; prog 3)	13.50 Systems behavior. A Question of Control (T241; prog 2)	00.40 Art in Italy 1480-1580. Villa Madama (A352; prog 3)
14.20 An introduction to calculus. Functions (S4283; prog 4)	14.30 The Enlightenment. Innocentia: Images in Hogarth's Painting (A294; prog 4)	<b>Wednesday April 7</b>
14.40 An introduction to calculus. Functions (S4283; prog 4)	14.40 An introduction to calculus. Functions (S4283; prog 4)	00.01 Oceanography. Water Masses (S334; prog 4)
15.00 Introduction to pure mathematics. Multiplying Matrices (M225; prog 3)	15.00 Introduction to pure mathematics. Multiplying Matrices (M225; prog 3)	00.02 Evolution. Adaptive Radiation of the Mollusca (E204; prog 4)
15.10 Introduction to pure mathematics. Multiplying Matrices (M225; prog 3)	15.10 Introduction to pure mathematics. Multiplying Matrices (M225; prog 3)	00.03 Biology, brain and behavior. Neurophysiology (S2284; prog 4)
15.20 Introduction to pure mathematics. Multiplying Matrices (M225; prog 3)	15.20 Introduction to pure mathematics. Multiplying Matrices (M225; prog 3)	00.04 Introduction to pure mathematics. Complex Numbers (A202; prog 4)
15.30 Introduction to pure mathematics. Multiplying Matrices (M225; prog 3)	15.30 Introduction to pure mathematics. Multiplying Matrices (M225; prog 3)	00.05 Arts foundation course. Magic in the Web of Art (A101; prog 8)
15.40 Introduction to pure mathematics. Multiplying Matrices (M225; prog 3)	15.40 Introduction to pure mathematics. Multiplying Matrices (M225; prog 3)	00.06 Insects. Microbes and Microscopes (L202; prog 4)
15.50 Introduction to pure mathematics. Multiplying Matrices (M225; prog 3)	15.50 Introduction to pure mathematics. Multiplying Matrices (M225; prog 3)	00.07 (VHF) Computing and computers. Computing: The Friends (M252; prog 1)
16.00 Introduction to pure mathematics. Multiplying Matrices (M225; prog 3)	16.00 Introduction to pure mathematics. Multiplying Matrices (M225; prog 3)	00.08 The rise of modernism. In music: Debussy's "Jeux" (A308; prog 4)
16.10 Introduction to pure mathematics. Multiplying Matrices (M225; prog 3)	16.10 Introduction to pure mathematics. Multiplying Matrices (M225; prog 3)	00.09 Social science foundation course. Magenta (S202; prog 4)
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## management education

# Accounting for the UGC dicta



Mr Waldegrave: protection for accountancy

It is conceivable that the implications for business and management education of current UGC policy might be the reverse of those intended: that an actual decline may occur, rather than a modest expansion. This article is written in the context of accountancy, one of the more clearly identifiable areas of business studies. However, many of the comments are equally relevant to other subjects within the business area.

In the climate the UGC is creating, it is interesting to examine those dicta which affect accountancy. We must bear in mind that UGC pronouncements are generally general rather than individual. We know (July letter A) that the UGC envisages "a fall increase... in the numbers of students reading business studies". Here the term business studies is presumably to be interpreted in UGC parlance (reflected in the UGC's committee structure) as a collective term denoting those subjects concerned with the study of business. Since it is difficult to envisage a student of business who did not have a significant "knowledge of accountancy, presumably this should be an encouraging signal for academic accountants.

Government endorsement of this line can be found more recently when Mr Waldegrave specifically promoted the protection of UGC accountancy in his statement that: "Universities have a responsibility to train... accountants, lawyers, and managers. They must not be set aside." Neither of the preceding statements is particularly undergraduate or postgraduate in its interpretation. However, they certainly imply at least maintenance of the undergraduate base, and presumably modest growth.

Three further statements have interesting implications for postgraduate work. The UGC declares that "resources must continue to be made available for necessary new developments" (May letter) and that their intent in the revised system is not only to "offer good educational opportunities for entering students, and career and research opportunities for staff" (July letter A), but to devote "particular attention to retaining research capacity" (May letter).

Given the assumed protection of the undergraduate base, and the stage of development in which accountancy as an academic discipline now finds itself these three indications of policy suggest recognition by the UGC of the need to expand in and develop postgraduate work in the evolutionary natural manner alluded to earlier.

Before we can usefully explore the possible effects of UGC policy we need to have a brief sketch of the present stage of academic development of accountancy within the UK university system. Although relatively new and therefore perhaps viewed

with suspicion by the representing the more traditional subjects, accountancy has been granted a measure of academic respectability over the last decade. (Admittedly, this may be partly due to the prestigious, well-established, and highly visible professional counterpart outside the university system (cf. law), which is absent in some other areas of business studies).

Typically departments of accounting have suffered high student-staff ratios, high demand (from good quality students) for undergraduate places, and – on virtually any statistical measure – inadequate resource allocations relative to the more traditional disciplines. Bearing in mind the additional difficulties of recruitment (exacerbated by the greater financial rewards in professional practice) it is little short of miraculous that the output from departments of accounting over recent years has been of such a generally high standard.

Gradually there have emerged increasing numbers of experienced staff with postgraduate experience gained both at home and overseas. This trend, coupled with a firm springboard for developments in postgraduate activities. It is essential that these developments be allowed to evolve. First there is a need to redress the lamentable imbalance applied and theoretical research output in the UK, as compared with other development countries. To do so can only be of benefit to the country's commercial future. Second, if we are to nurture teaching and research skills of the highest quality within our staff, then we need to provide the stimulus of involvement in postgraduate work.

What then, should the realm of business and management education fear from the UGC? The answer lies in a realization that the committee's tactics place at risk the very developments which are intended to be encouraged. The UGC has failed to recognize – or has chosen to ignore – the realities of university government. Naturally they have sought to interfere in internal decision-making as little as possible. Unfortunately academic policy is largely formulated within an institution in a ponderous way by those unused to making relatively rapid and "businesslike" decisions.

Additionally, one finds in the typical university a democratic voting system based on current subject representation. At a time when the UGC seeks rapid structural change, the almost overwhelming tendency is to maintain the status quo. The result for a potentially developing subject area is that it be cut; along with gastronomy and Aboriginal folklore. As a consequence either student-staff approach normally begins to climb once more, or home student intake is reduced. Either is presumably undesirable from the UGC's point of view.

Since the demand for accounting academics is still relatively buoyant, particularly overseas, a very real danger is that the best staff will not only be lost to an individual university but will vanish from the UK system completely. Given the freeze on vacancies it is unlikely that they would be replaced. This feature can again hardly be acceptable to the UGC, and indeed, appears contrary to their policy of growth in the business area.

A second very real danger surrounds the generation and application of additional income. It is inevitable that those subjects with a highly marketable product should be asked to deliver that product in as many alternative types of packaging as possible. Thus departments with already stretched resources are asked to involve themselves in, for example, short-course work, continuing education, and the attraction of overseas fee income. These objectives are all very laudable, and serve a very real purpose and need. There is no doubt that the UK university system – warts and all – has a wealth of skills and expertise of immeasurable benefit to the developing countries. Nowhere is this more true than in the business area.

The problem is that in the typical UK university there exists no mechanism for ensuring that the funds which are generated flow to the areas responsible for their generation. No one would argue for entirely demand based institutions. The UGC needs to recognize that in tightening the economic screws those very departments which wish to grow and develop run the risk of attempting to do so with little more, and possibly less, in the line of resources than they presently have.

These risks that the UGC have engendered in their policy towards the business area essentially stem from the same source: a wish to preserve university autonomy. This is understandable, but unrealistic. Had the UGC been more specific in its advice, not only would considerable internal dissension and inefficient (and inappropriate) use of highly skilled academic time have been avoided, but the risks of a reversal of their intended policies with regard to business education could have been avoided.

It is of interest to test these hypotheses with respect to my own institution. Accountancy at Stirling is at a stage where the potential for postgraduate development is considerable. Well before the July letter, plans were afoot for significant expansion in terms of MSc and PhD programmes. At one time it seemed that these would be prejudiced for the reasons which have been outlined. However, because of the savagery of the cuts, the case for amelioration made to the UGC has resulted in specific recommendations by that body with regard to business studies at Stirling. This, together with assurances concerning a more realistic funds flow assumption within the university, ensures that the postgraduate accountancy programmes should develop fully as planned. However, at the end of the day there may well be fewer places in the business subjects at Stirling, than before the UGC cuts.

The interesting feature, perhaps, is that had not Stirling been squeezed so hard, and had not the UGC eventually held out hope of specific amelioration within business education, then resource commitment to the business area might easily have been materially reduced. Paradoxically it may be that business education within an institution cut relatively slightly, will in fact obtain a more than modest decrease "in the numbers of students reading business studies" in the UK, as a consequence of UGC actions.

J. P. Dickinson

The author is professor of accountancy at the University of Stirling.

## management education



Henley Business school: pioneers of residential courses.

One of the great successes of the last 25 years, although rarely acknowledged, is the growth and development of management education and training in this country. British management schools are world leaders and their scholarship and teaching methods equal to any in the world. Training and education for business and management available here is vigorous and extremely varied in the provision made at every level from supervisory to the most senior. Proofs of these statements can be found in the demand for our teachers from management schools all over the world and for our students by companies everywhere. Equally significant: students from overseas, in large numbers, want to study here. The majority is of the highest quality – hard working and intelligent, often an example to our own.

## New routes to learning

home or at work based on the development over the next few decades of the ideas of "electronic highways". All this is a long way off. Several social and technical factors could make a major impact on the post-experience level, in five to ten years. First, the increasing volume of full-time education is likely to breed the wish, and provide the background, to continue for the rest of one's life. Secondly, rapid change will emphasize the need to learn and keep up-to-date in the present job and acquire skills for the next one. The fear of obsolescence is greater than ever. Thirdly, there is the distinct possibility that shorter working hours will create the time and climate for further education and training.

On a recent visit to America, it was again very clear that British management education was far ahead in syllabus content, design, and teaching methods. All this despite the enormously larger US system. The reason has been well known for many years; we operate in a much tougher and more hostile environment. We have had to adapt not only to economic recessions at frequent intervals but to the unhelpful attitude of much of industry and commerce. Management schools also suffer from the same blight of antipathy to education and training which has damaged our society for so long. We see it now in the cuts in education in universities and colleges which are accepted with little dissent in the country. Yet such cuts undermine the very seeds of innovation from which change and growth could come.

One example will do. University management schools in the UK produce about 1,000 MBAs each year, a figure which has not varied since the late 1960s. Of these about 35 to 40 per cent are from overseas. This compares with about 50,000 in America whose total population is between four and five times larger. This difference in scale is much the same across the system – undergraduate, postgraduate and post-experience. As a result we achieve a small miracle in the UK, but it is small and cannot produce a critical mass of sufficient size.

This, then, is the problem which has troubled us for years. Between 80 and 90 per cent of managers get little or no management training or of such a short, and erratic kind that it is worthless. The excuses are legion: time, money – although the cost of ignorant managers is excessively high in human and economic terms. For the last 35 years Henley has tried to improve the professional competence of managers. We shall continue to do this. Inevitably, we can only deal with a small elite – perhaps 500 a year through our main programmes. We think, however, that these will include courses on: quantitative methods; strategic management; operations management; information systems; new technology and management; the economic environment; corporate strategy; marketing.

Distance learning, in the sense used here, is the production, in various combinations, of corresponding texts and audio and visual cassettes. Longer term, there is also the possibility of adding computer based and computer interactive learning. However, this will depend on major changes in communications. Technologies now at the laboratory or development stage could be adapted for distance learning. Ultimately, one can envisage "learning centres" at

particular subject. To gain full benefit from the available technology, we shall integrate the media used and give the student control of the learning process. We shall use video material supplied to students on cassette in a variety of formats. The stop/start and replay facilities offered by video-cassette are a considerable advance over continuous broadcast television; they enable course authors to integrate material to choose when to study. It is important for a management population not to be tied to specific broadcast slots at rigid, and sometimes unsocial, hours. The student also has the advantage of being able to begin study of the package at any point in the year rather than being tied to one or two presentation periods on television. Most packages will contain audio material. This will be used interactively in conjunction with video and text. It can also stimulate group discussions and provide feedback on exercises. The computer will be used on some courses to provide sophisticated computer-based feedback on assignments which will identify areas of weakness and suggest new additional courses of study. For the time being we do not intend to use computer assisted learning since, at the present state of the art, its benefits are questionable. A small micro-computer will be used in a number of the courses.

Despite the use of these "new" media, text will still play a most important role in these packages. However, we shall not be restricted to traditional text formats and shall employ innovative designs to maximize the educational benefit. Proper tutorial support, at any rate for those students who proceed from one or two of the beginners programmes to the Masters Degree, is an essential part of our plans. Through our contacts with management schools and teachers we are setting up regional tutorial arrangements for the course, that we hope, of our institutions will join us as writers and tutors in the later programmes.

The costs of entry into this area of education are very large indeed; there will not be much change out of an initial investment of about £1.5m. Even that is only a beginning. Inevitably we have had to ensure adequate finance for this venture – and steady nerves.

One must not claim too much. Distance learning can never be a substitute for the full-time residential programmes which Henley pioneered. Education and training is not just the learning of facts or techniques; it is also a social process and requires the interaction of teachers and students, and students with each other. Learning demands individual effort but for most of us it also needs the reinforcement of groups consisting of teachers and fellow students.

Above all, face-to-face contact allows ideas to develop and for attitudes to be moulded and changed. Nevertheless, distance learning can help the large percentage who seem to be cut off from all forms of management education. At the least, it gives them a basic understanding of some of the techniques – of the tool kit. This is our objective.

Thomas Kempner

The author is the principal of Henley and professor of management studies at Brunel University.

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# management education

Within the universities hardest hit by the UGC manipulation of the financial axe there are a number of units undertaking valuable work whose performance is ripe for evaluation. One such is the pioneering Department of Occupational Health and Safety which is about to celebrate ten years of successful operation at the University of Aston. There are similar departments abroad but the department at Aston is still unique in the UK.

The department began as the safety and hygiene group in 1971, and achieved full departmental status in 1975 as it grew from a professor and a handful of researchers to a teaching and research staff of 20 and a bevy of thriving courses. Its name was changed in 1980 to the department of occupational health and safety to indicate more clearly the scope and priorities in its work and to improve understanding of this among those unfamiliar with it.

The group was established at the behest of industry and other parties at a time when the importance of occupational health and safety was beginning to be fully appreciated in many industrialized countries. Its establishment coincided with the report of the Robens committee on safety and health at work which formed the basis for the current UK health and safety legislation. This meant that the department was in a position to provide teaching, research and information facilities identified by the Robens committee.

Links with the legislative process were cemented early in the department's history with the inauguration of its six-month postgraduate diploma course for factory inspectors. As the Health and Safety Executive doubled its inspection force to cope with the 1974 Health and Safety at Work Act and the many regulations that were produced as a result, hun-



Safety at work: Industry is sponsoring research

## A place of safety

dreds of the newly recruited graduate inspectors, many of whom already possessed higher degrees, passed through Aston's doors so that the expanding inspectorate reached its new complement of factory inspectors by 1980.

The 12-month MSc course in occupational health and safety, which has

attracted large numbers of applicants from both home and abroad, despite the Government's heavy-handed treatment of overseas students fees, has maintained its target intake of around 20 students. Specialist options - in safety technology and health and hygiene respectively - enable a number of MSc students to concentrate upon one of these areas in line with their qualifications, experience and career aspirations. It is planned to extend the range of options by the introduction of a behaviourally-orientated risk and policy option and to enable part-time students to enrol for the course.

Another area where numbers of overseas students are testimony to the success of the department is in the six-month certificate course. Developed primarily as a diploma course equivalent for overseas factory inspectors, home-based post-experience students including agricultural inspectors and safety officers from industry account for more than a third of the year's typical intake of 21 students. Operated independently with an expanding short-course programme, on such evidence the omens for long-term progress are very good indeed.

As well as offering its diploma course modules to non-enrolled students, the department offers a wide range of short courses lasting between one and four days. This year the department is running short courses on a variety of topics, including lead, cutting oils, ventilation, occupational hygiene, occupational dermatology, mutagenicity, poisoning treatments, health and safety information, industrial toxicology, cost-effectiveness of health and safety, EEC regulations, eye injuries and eye protection, teaching occupational health sciences and hearing conservation.

The last full-time course to be developed (in 1976) was the BSc in health and safety which has just released its third cadre of graduates on to the employment market. Like their counterparts from the other departmental courses and for Aston generally, most had jobs or places elsewhere by or soon after graduation. Students can take the three-year course or add an optional year out in industry between the second and final years - an option which an increasing number of students are taking. Perhaps due to the unique nature of the department and because of its reputation in industry generally, nearly all students who have chosen a sandwich course have obtained placements in industry or commerce.

As well as its research, consultancy and teaching links with industry the department has worldwide reputation in the field, with ex-students in influential posts in health and safety throughout the five continents. Since its courses began, around 160 overseas students from 45 different countries have passed through the department.

Despite its first place on the success table for graduate employment, Aston's engineering faculty has had to reduce student numbers. One response by the department of occupational health and safety was to bring the university's logical merging within teaching of part of its BSc in environmental health. This move, already favoured by both departments, will help to improve the already good calibre of candidates for their BSc courses and will certainly act to strengthen the position and reputation of health and safety as a developing profession - an important long-term goal of the department.

Graduates of the department have found jobs in a great variety of areas, many of them in industry and local government, a number of which have been new posts. Recently, ex-students of the department formed the Aston Health and Safety Society of health and safety through conferences, seminars and a regular newsletter. With a potential membership of almost 1,000 already, the society has considerable scope for the exchange of information on health and safety worldwide.

Although teaching has always been the mainstay of the department, research has never been neglected and throughout its life a steady stream of PhDs has emerged to fill higher research and teaching posts at home and abroad. Larger-scale funded research projects have been carried out in each of the main areas of activity within the subject.

For example, utilizing the skills of the social scientists the St John Ambulance Brigade sponsored a study into the effects of first aid training upon accidents. This research uncovered strong evidence that first aid training reduced the incidence of injury accidents in industry and elsewhere by acting on the motivation of trainees to avoid hazards.

In an HSE-funded project on the effectiveness of machinery guarding, an engineer and an ergonomist combined forces to demonstrate the inadequacy of current standards relating to teach over barriers and through openings, revealing also the importance of the shape of openings

and the need to take ethnic origin of the workforce into account when designing machinery guarding. Ethnic origin of the wearer also emerged as an important variable in other research into the design of personal protective equipment. This research showed that much respiratory equipment exported to third world countries would not be effective because it would not fit the faces of non-Caucasian people.

An example from the biological and medical sciences is a recently completed project funded by the Steel Castings Research and Trade Association to investigate the incidence of lung cancer among foundry workers. Involving epidemiological analysis of death certificates, the research investigated differential mortality, lung diseases, and in particular, lung cancer risks among various categories of employees within foundries. It found that foundry working was significantly associated with lung and stomach cancers and that a number of occupational groups within foundries were particularly at risk from lung cancer mortality.

Many of the major projects are carried out within the self-financing industrial toxicology research and advisory unit. Here a team of hygienists and toxicologists undertakes a number of projects variously funded by industry and the HSE. At present, the main study is concerned with airborne pollutants and other factors associated with occupational lung cancer with a particular interest in synergy (interactive effects between different materials).

Besides its research programme, the unit is also kept very busy undertaking hygiene surveys in industry covering all types of airborne contaminants, noise, and environmental factors in the workplace such as ventilation and lighting. Through the unit's services, advice can be given by other members of the department on such matters as training, safety audits and inspections, control of various hazards, safety policy and organization, occupational health, reliability and system safety analysis.

The department has provided a focus for the development of education in the emerging profession of occupational health and safety in Britain as well as supplying a model which has been widely copied in Europe and increasingly in the rest of the world. Members of staff have always played a prominent part in the debates within the professional bodies representing safety advisers and occupational hygienists from which is emerging the structure of education and training at all levels in health and safety.

How many United Kingdom university departments with an establishment of twelve academic staff have a multi-disciplinary team with qualifications in engineering, social sciences, law, physical sciences, history, biological sciences, medicine and ergonomics, all of whom have their main interests in the same coherent field of study? The department of occupational health and safety at Aston University has such a mix of skills, and its staff remain free from inter-disciplinary rivalries, combining to teach on all departmental courses.

This cooperation has been brought about by effort and understanding born of the necessity to develop all course syllabuses from first principles. Thus, divorced from the constraints of their basic disciplines, staff have had to justify inclusion of their material with arguments based upon the needs of the outside world and its problems.

Over the next ten years, it is most likely that the department will continue to develop and expand into such areas as extension education for both home and overseas consumption, streamlining information and advice provision and the further development of courses which do not depend upon UGC income.

Ian Glendon

The author is short course tutor in the department of occupational health and safety at the University of Aston, Birmingham.

# management education

## A special brand of engineering

The special engineering programme (SEP) at Brunel University is a broad-based, intensive undergraduate engineering course. It aims to attract the best students, and to provide them with an education and training appropriate to an engineering career in manufacturing industry. The programme, which was launched in 1978, was designed from scratch. Few constraints were placed on the design of the programme although, of course, resources were limited. SEP is a four year thin sandwich programme, run in collaboration with 40 major engineering/manufacturing organizations in the United Kingdom.

The programme aims to satisfy a national need. It aims to develop competent, enthusiastic and creative engineers for work in "commercially" related jobs in the UK manufacturing industry.

A clear view of the nature of the "end product" and the circumstances in which the end product will be employed, was clearly of importance in designing such a course. For example, a broad-based approach, involving the study of production, electrical and mechanical engineering (all to honours degree level), was adopted, in order to produce flexible, and adaptable engineers, who would see merit in working across normal disciplinary boundaries, and adapting continually to the changing engineering world.

A "total" approach emphasizing both study and training was adopted because of the need to "form" engineers in the manner advocated (later) by the Finniston report.

The fully sponsored thin sandwich approach was seen to be the best way to integrate practice and study, to provide students with an opportunity to develop skills, familiarity, and competence in working with engineers in industry, and to provide the staff concerned with close working relationships with companies on a relatively permanent basis.

The decision to emphasize design in SEP arose from the need to develop the creativity and imagination of students, and to avoid overemphasis upon an engineering science approach, in particular to avoid creating the illusion that the practice of engineering is an entirely objective, and scientific phenomenon.

The decision to incorporate a significant proportion of business / commercial management studies in the programme, reflects our view that 80

per cent of practising engineers in industry work in a commercial context. We take the view that to be successful in the circumstances described above, engineering graduates must not only be familiar with the type of business situations in which they will work, but also have some competence to deal with business factors and some enthusiasm to do so.

These points are interrelated. Together they are indicative of the philosophy and approach of the programme. The involvement and treatment of business / commercial / managerial subjects are an integral part of this general philosophy. In this respect, we have decided that it would be inappropriate in the course, to deal with business subjects in a disciplinary manner.

It would be inappropriate also simply to add these subjects to the end of the course, or to have them taught by a separate department or by separate staff. It was considered essential that the study of business subjects should not be wholly distanced from the study of engineering, but that business subjects should be dealt with throughout the course in an integrated fashion.

Our objective was to incorporate these subjects in such a fashion as to reinforce the fact that SEP is a course concerned with a particular type of engineering, rather than to give the impression that this is a management course, or an engineering course enhanced by the addition of management.

The focus throughout much of SEP is upon industry related project work. Such projects can be undertaken by both individuals and groups throughout university and industry periods. Much of the university based work in SEP is focused upon projects, and the study of business topics is anchored to this project work.

The Year 1 course requires the study of some aspects of marketing, pricing, accounting etc., but these are incorporated in such a way as to reinforce and relate to the study of one artifact. In the first year of the course, students are required to study business organization and undertake assignments while in industry.

This distance learning is designed to complement and support students' experience in that first industry-based period. Topics such as interpersonal relations, group dynamics

etc are part of the taught syllabus, but are also dealt with alongside the group project work, and are filtered into other aspects of the engineering work within the programme. Throughout, therefore, students learn about business, just as they learn about engineering, materials etc, by study and experience.

SEP students study in some depth what would be recognized by a business school teacher as: marketing, economics, accounting, law, industrial psychology, sociology, social economics, finance etc. Rarely, however, are these words used in the syllabus, nor are the topics dealt with separately in the programme.

This approach has caused considerable difficulties in the structuring of the teaching and administration of the course. It has been difficult to try to identify staff who are competent and anxious to work in such a manner. These problems are no less great with the need to economize on the use of resources through the use of larger classes and the development of unit teaching structures.

There is still the possibility of some misunderstanding, particularly among companies not currently collaborating with the programme, and some engineering professional bodies have little sympathy for the notion of teaching management studies to engineers. Their arguments would be familiar to those involved in promoting postgraduate management courses to industry in the UK. They criticize the appropriateness and desirability of teaching management to undergraduate engineers.

We do not, in any case, consider them to be irrelevant in the context of SEP, which, as has been argued above, sets out to teach a particular brand of engineering. We would certainly not advocate the promotion of this brand for those more concerned with obtaining jobs in engineering in academia, in research etc. But we do consider the approach to be wholly relevant, and demonstrably successful, in respect of those 80 per cent of professional engineers who work in creative engineering jobs in complex commercial situations.

Ray Wild

The author is professor of engineering and management systems at Brunel University.

## Learning commerce the French way

In 1973, the Paris Chamber of Commerce and Industry took a major initiative in establishing a European management school for able men and women from Common Market countries. The product of that initiative is EAP, the European School of Management Studies.

Chambers of Commerce in France differ significantly from their British counterparts. The Paris Chamber of Commerce and Industry is a quasi public and autonomous body managed and administered by elected members of the business community and a large permanent administrative staff.

It wields considerable economic and executive powers. In business matters in the Paris area, and is financed through a compulsory tax on all registered enterprises in the region as well as levies from such sources as ports and railways. Its overall budget is subject to ministerial approval.

Charged with the statutory role of developing and supporting the economic and industrial life in the region, it also bears the responsibility for providing business and technical education at all levels and spends in the region of 60 per cent of its total budget for this purpose.

It involves running 27 educational establishments, with an annual intake of some 8,000 students on full-time programmes, plus a further 25,000 on a part-time basis through the organization of post experience or technical courses in various centres.

and "study" are to some extent self-explanatory; they are, nevertheless, key to the nature of the programme. As a consequence, students passing through EAP, in addition to acquiring traditional skills and knowledge, have an opportunity to test these by working for one academic term each year in a real management project in an industrial, commercial or service organization. To date, in the UK alone, more than 300 companies, large and small, have participated in this scheme. In addition, and of necessity, each student becomes at least trilingual.

The roots of EAP are still clearly in French soil, fed by money from the Paris Chamber of Commerce. Having said that, it recruits students from every student entering the programme, irrespective of nationality, has been subsidized by the chamber to the extent of 80 per cent of the actual cost. A measure of their commitment to the concept.

Those who successfully complete the EAP three year programme receive from the French Ministry of Education the *Grande Ecole Diplôme*. This degree - it is a degree, not a diploma, in UK educational terms - is recognized by the French Ministry as equivalent to the *Maitrise*, the master's degree of a French university.

Kenneth Starling

The author is United Kingdom director of EAP, the European School of Management Studies.

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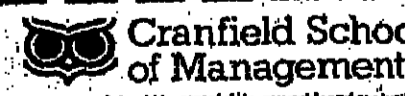
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# management education

Compared with the United States of America and with the traditional academic disciplines, management studies is a relatively new academic field in the United Kingdom. Most of the important academic journals are not only young but also strongly American in influence.

Management studies is interdisciplinary so its journals cover a much wider range of subjects than those serving other disciplines. They are less international than those in subject-based disciplines representing a strongly Anglo-Saxon, English-speaking culture, reflecting the values and ideologies of American and British approaches to management and to managerial problems.

They are also produced largely by and for academics rather than by and for practitioners, who generally view with suspicion what they consider to be abstract theorizing about practical matters.

Indexes to management literature show the size of the field. ANBAR covers over 200 journals but very few of these are academic. The European Index of Management Periodicals cites more than 140 and the Social Science Citation Index lists more than 150, although this includes non-management journals too. If we discount the practical journals, there are about 90 which are strictly academic. They can be broadly classified by subject area: general management, personnel, accounting, management science and marketing. About two thirds of these cover the general management and personnel fields, the rest are fairly equally distributed across the other subject areas.

One of the most prestigious of the few international general management journals is the *Management International Review*, an English language journal from the European Foundation for Management De-

## Theorizing about practical matters

velopment. It aims at furthering international applied research, though many contributors are American, and its quality and standing have much improved since its creation in 1961.

Most of the academic general management journals are American. By far the longest established is the *Harvard Business Review*. It was first published in 1922 and, although considered light-weight by some, now has a large, bi-monthly circulation. It is significant that all the major American business schools, like Harvard, produce their own journals, although these vary in their academic standards. The better ones include the *California Journal of Management*, the *Columbia Journal of World Business* and MIT's *Sloan Management Review*, all less than 25 years old.

Outside the American universities, the Academy of Management produces both a *Journal* and a *Review*. The older *Journal* publishes empirical research, especially tests of hypotheses derived from practice. Purely conceptual articles go in the *Review* founded in 1975.

In the UK, the *Journal of Management Studies*, first published in 1964, is the longest established general management journal. It has a strong theoretical approach to management but it seeks to link this with management practice. Its aim is to

advance knowledge in the theory of organizations and to the practice of management. The *Journal* publishes articles on methodological developments, empirical studies, practical applications and reviews of management literature. Its authors are predominantly British.

In the personnel field, a major international journal is the long-established *International Labour Review*, published by the International Labour Office since 1921. It is largely descriptive and prescriptive, written by academics, and is concerned with employment and labour issues on an international and comparative basis.

The balance between personnel journals in the USA and UK is fairly even. In industrial relations, the major American publications are Cornell's *Industrial and Labor Relations Review* and Berkeley's wider-based *Industrial Relations*, subtitled a journal of economy and society. The nearest UK equivalent is the *British Journal of Industrial Relations* which has been produced at the LSE since 1963.

In the behavioural aspects of personnel, *Personnel Psychology* is widely read and heavily cited. It concentrates on research methods, research findings and applications to solving personnel problems, mainly in American business and government. It covers training, job analysis, employee relations and employee morale.

The nearest British equivalent is the *British Psychological Society's Journal of Occupational Psychology*, established in 1922, which has a good international reputation.

A recent survey of American accounting professors found that different accounting groups had different opinions about the quality and ranking of accounting journals. They ranked the young *Journal of Accounting Research* highest.

*Accounting, Organizations and Society*, a new UK journal, edited at the London Business School and published by Pergamon, emphasizes the human aspects of accounting internationally. Its aim is to foster new thinking in the social aspects of accounting.

In the quantitative aspects of management, *Management Science* was founded in 1954 by the Institute of Management Science of America. It concentrates on short, original and significant contributions, often from practising systems analysts. *Management Science* is young and has increasing international impact because it concentrates on concepts and techniques for the development of strategy. Its articles are readable, stimulating and from a variety of contributors. *Omega*, edited at Imperial College, accommodates practitioner interests and has some interesting features such as an international register of theses.

The UK-based *Journal of Operational Research* is well-established too, but it has less international impact than the *Journal of Operational Research of Japan*.

The major academic marketing journals are American. The American Marketing Association produces the *Journal of Marketing Research*, with a theoretical approach, and the older *Journal of Marketing* which is practical.

In the international field, the *European Journal of Marketing*, developed from the *British Journal of Marketing* in 1968, now includes more academic articles from a range of UK and European contributors.

It is clear from this basic analysis that management journals constitute a new, diverse and uneven field. While some of the relatively young UK journals are becoming firmly established, the USA is still the market leader in both quantity and quality. In some areas, UK journals are exploiting a new market. In others, the UK is a non-factor.

**Jim Basker**  
**David Earnham**

David Earnham teaches in the School of Management Studies and Jim Basker is management librarian at Portsmouth Polytechnic.

## Business of running a business school

continued from page 23

dence, although not easy to assess, suggests to me that this market has shown little or no growth over the last decade, and may even have declined.

This has occurred against a background of very rapid growth in in-house education and training and in organizations where overhead costs have risen substantially. In the external field, while - as already mentioned - the demand for longer general management programmes has not grown, there has been a good demand for shorter (one- to two-week) programmes based on specialist knowledge inputs, if carefully chosen and targeted toward what the market wants. There is no doubt that there have been, and there remain, opportunities to provide good service in this field.

In addition, there has been a rapid growth in what might be described as the provision of "bespoke tailored" activities ranging from special board-run seminars, courses for finance managers or production managers in specific locations, internationalizing activities for those destined for service abroad, and a variety of other contributions that meet defined needs on an individual company basis.

Such developments bring with them both opportunities and problems. To meet the market needs within the relevant time scales often requires a degree of flexibility in the use of faculty and facilities that is alien to a culture weaned on academic programmes which are well-established and require long lead-times in which to effect change.

For a school such as the London Business School, where so much of its effort must be focused on earning rather than spending, there emerges an inherent ambiguity between the significance of academic values in their own right, and the need to perceive oneself as a business which at a very large margin is required to earn its own living in a very competitive international environment.

In the light of recent Government decisions and perhaps those yet to come, this may be as true for post-graduate work as for continuing education. The inevitable response to the potential difficulties of finding student grants and scholarships for full-time study is to consider other approaches to graduate development which will include the use of part-time programmes and the development and use perhaps of distance-learning techniques in the management field. Individual schools will have to decide how to position themselves in relation to these activities in the 1980s. They are already upon us.

The London Business School is highly aware of the issues I have discussed. In the postgraduate area we have fought to preserve our position as international leaders in Britain, which we believe is of fundamental importance to our student body and to the country at large.

On the post-experience side, by contrast, our international involvement has been increasing, and our current Sloan Fellowship and Senior Management Programmes are both running with 50 per cent of the participants from overseas. The situation is now being reached where many UK firms and institutions require a substantial proportion of overseas participants to be expected on their programme before committing their own managers. We believe very strongly that the educational experience that is achieved through a residential programme for a widely diverse group of able managers, led by experienced faculty, cannot be replicated by in-company courses or by individual faculty-monitored projects.

Current developments in the London Business School are focused around the development of new teaching and residential accommodation in Park Road. This will finally bring us one stage nearer the plans

for the school that were laid down when the present site in Sussex Place was acquired in 1968.

This new development, costing some £4.2m, is being carried out by finance from foundations, companies and internal funds generated by post-experience activities over the last decade, and should raise our capacity to 470 full-time equivalents. Our current full-time teaching faculty of 40 is expected to rise to 46 over the next two years.

It is against this background of self-help and development which the school is undertaking the University Grants Committee last July raised the home and EEC student target number for the school from 170 in 1980 (the current figure is 177) to 200 by 1984/85. It is hoped that this will partly be achieved by the ongoing development of a new modular format option for the Masters Programme which will embrace equally the public and private sectors, and enable study to be combined with a full-time job.

While the UGC increased the proposed grant in absolute terms, the unit of resource per student was of course reduced in line with the reduction of unit resources in the rest of the system, and cuts in resources of some 12 per cent relating to existing activities are already being imposed.

The expansion in our teaching and residential accommodation should also make it easier to deal with the current level of demand for our "tailor-made" activities which are dealt with through the school's Centre for Management Development.

Finally, the expansion will permit a rehousing of our major research activities represented by the Institute of Finance and Accounting (which has just been refocused for another seven years), the Centre for Economic Forecasting, the Institute of Small Business Management and the Institute of Public Sector Management. In addition, plans are about to be brought to fruition for a new Centre for Business Strategy for which provision has been made in the new building, and for which funding is now being obtained from private sources.

Against this background of new challenges and planned activities, one can only hope that the environment both of government and of private industry will give us a fair wind. Over the last two years both the University Grants Committee and private industry have given us their vote of confidence in the most tangible way. It is left for us to justify it.

R. J. Ball

The author is principal of the London Business School.

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# management education

## Conditioned by tradition

There can be few more important functions than management. And the control and coordination of human and material resources is of particular importance during a recession. Of equal importance during the preparatory management, that is management education. Yet the education of managers is problematic and after 20 years it still attracts widespread criticism among academics. This article examines some of these criticisms and assesses their implications for the future of management education.

An appropriate place to begin is with the term "management". Its meaning is far from clear. In the sixteenth century it referred to the handling of horses. The verb to manage is derived from manus, the Latin for hand, which meant to train a horse in its paces. The French meaning evolved during the seventeenth and eighteenth centuries and referred to careful housekeeping (major-domo). It is only recently (from late in the nineteenth century) that the word "management" has been used in the business context.

The term contains a linguistic muddle. It conflates two meanings. On the one hand it refers to a technical function, the control and coordination of the production process. On the other it refers to a social grouping, the people who occupy management positions. This is a simple but important point.

The official definition of management is: "Responsibility for judgment of the decision in effectively planning, motivating and controlling operations towards known objectives attained through efficient cooperation of the personnel concerned." (British Institute of Management, 1964.)

The reader may not be much wiser. To understand "management" one has to place the activity and the social group in context.

Management does not occur in a vacuum, it occurs in distinct social, political and economic structures. The context of management in the modern industrial society is the production of goods. In contemporary capitalism the purpose of production is still the accumulation of private profit. It is the organizational goal for most businesses and it provides the backdrop to management practice.

Management practice performs two main functions: the coordination and the control of production. Coordination is indispensable and common to all societies. Control is unique to production in class-divided societies as there is no inherent reason why management should control the activities of others. Control is only possible because managers control the means of production. The private ownership of capital gives management with certain legal rights and power. For example, the contract of employment contains a power imbalance because it gives managers the legal right to dispose of their employee's labour. The present organization of production allows a distinct social group to control the production process and thereby to command the major part of the lives of their subordinates.

Like any social group management has sought to justify its position, both to others and to itself. In other words managers generate their own ideology. Before the First World War *laissez-faire* economic-legal support to the belief that management authority could be legitimated on grounds of ownership rights. However, labour militancy during and following the First World War posed a practical challenge to private ownership and the "right to manage"; it also posed a legitimation problem for managers.

Management ideology comes in many guises and there are a number of ways in which it can attempt to justify its status. The (neo) human relations school of thought stresses the human nature of work organization. Managerial prerogative is

legitimized by all members of the organization because it is seen to be held together by common objectives. Authority is no longer based on ownership, it is now founded in the subordinates consent. The "management revolution" thesis would have us believe that capitalism has been replaced by "post-industrial" society. We are all workers now.

This is unsurprising as most groups of people seek to justify their position to others. The existence of an ideology which supports management is hardly new and various authors have drawn attention to it. Joan Woodward put forward the decade 1953-63 as formative of the common ideology among managers. Fox joins her in criticizing it as an obstacle to understanding. Both suggest that such an ideology can be undermined by management education.

Fox's hope has proved too optimistic, for education ("the inculcation of critical thinking and the stimulation of intellectual curiosity") is not noted for its singularity characteristic of management training. (Is that it is designed to discourage thought.) I suggest that the purpose of such departments is not the inculcation of critical thinking but the inculcation of beliefs and attitudes. Far from undermining management ideology, management education reproduces it.

Most management educators would deny this. They would insist that they are concerned only with practical problems and deny any explicit ideological perspective. They would say that common sense informs them of the main problems facing managers. Any analysis not directly related to problem-solving is shrugged off as academic. This claim cannot be substantiated however. Pragmatism is not an atheoretical position, it simply means that theoretical presuppositions are driven under the carpet. Pragmatism can be criticized on two counts. Firstly, it is deceitful in its claim to be something that is not, and secondly, by shieding theory from critical scrutiny and examination that theory foregoes the opportunity of advancement. Given the predominance of "pragmatism" it is not surprising that the development of management education is stunted.

Pragmatism alone lacks academic respectability. Management educators have been concerned about their standing among academics and have searched for more refined theories which would underwrite their status. Such theories vary in sophistication and consistency. At the minimum there is a management philosophy, that is some attempt to dress this ideology in respectable academic clothes.

The velvet glove of behavioural science slips easily onto the iron fist of management dominance. The handmaiden of pragmatism because it adopts top managers' definitions. Management activity is not situated in context, indeed behavioural science deliberately abstracts such activity from its social, political and economic environments. Organizations are treated as if they were microcosms in a vacuum.

There are good reasons why "behavioural science" predominates in management education. Managers are selective in their use of social science and only call upon ideas which support the status quo. They can hardly be expected to welcome theories which deny their prerogatives. Alternative perspectives on management which may challenge existing institutional arrangements can easily be dismissed as "theoretical" or "academic" by the pragmatic management teacher.

If there are grounds for criticism of behaviouralism, if indeed it is a discredited body of knowledge, then this is a matter of practical as well as academic importance. If managers act on the basis of inadequate analysis they may do so with unintended consequences; social reality may refuse to behave as behavioural science says it should.

Management education is Janus-

faced. It claims to aid the coordination function by giving instruction in techniques eg personnel, finance, marketing, but it introduces an ideology "through the back door" by way of "pragmatism" and "behavioural science". This ideology serves to legitimize the control function and thereby supports the position of management. Possession of such a set of beliefs and attitudes may well be necessary for a manager's personal success. However this has more to do with the fact that pre-socialization into the "right" values is necessary for recruitment and promotion to senior management positions, rather than with the validity of the ideology. There are few socialist top managers.

A system that works and meets people's needs may escape self-examination. Economic crises stimulate debate and it is to be expected that this will encompass management. Management ideology is wearing thin. Social science has highlighted the theoretical inadequacies of "behaviouralism" and the recession has thrown into relief the practical failings of management. Most attempts to restructure industry are dominated by management perspectives and this may prevent solutions to our economic problems being found. Questions must be asked about the relevance of management ideology for understanding the practical problems which face working people.

A start would be a recognition of the existence of class divisions based on inequalities of power. Britain is not a "post-industrial" society, it is a capitalist society which is in deep crisis caused by disastrous profit rates and which is experiencing managerial political polarization. Managerial prerogatives are not derived from the superior ability of managers nor from their willing acquiescence of workers, but from the control system on the shopfloor propped up by the private and the state ownership of capital. The problems facing British industry cannot be cured by "motivation", "leadership" or better "human relations"; they demand a change in the social organization of production.

The traditional response to calls for changes in the organization of production is to say that the market is an inflexible measure of need and profitability, the criteria for investment and the private ownership of capital. The demand for change can then be dismissed as a utopian dream. This is to miss the point: "Capital goods are productive but ownership of them is not... The only thing exchanged for the payment of profit is the ownership of capital, profit is only yielded because of the organization of production." (7).

Workers looking for an alternative to plant closings and the dole-queue would do well to recognize this point. There is an alternative. The alternative to production for private profit is production for social need based on common ownership. Not management control over workers but workers' control over the product and the production process; in other words self-management. Workers should trust themselves more and employer-appointed managers less.

Just as Tocqueville suggested that we leave foreign affairs to aristocrats and to women for seeking the scorned, no doubt management can be relied upon to argue that workers are not sufficiently competent to control and coordinate production. There is a simple answer to that charge: if workers lack competence they must be educated in the skills of management. The response of management departments will reveal whether they really are interested in well as re-producing middle class careers they also reproduce an ideology legitimating the status quo.

Richard Marsden

The author is a lecturer in management studies at Teesside Polytechnic.

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Sweet & Maxwell

The author is a lecturer in management studies at Teesside Polytechnic.







Polytechnics continued

NEWCASTLE UPON TYNE

POLYTECHNIC

SCHOOL OF CHEMICAL AND LIFE SCIENCES

LECTURER II IN ORGANIC CHEMISTRY

Applications are invited for the above post which is available as from 1st September 1982. The successful candidate will be expected to have a PhD in Organic Chemistry and to have had experience in the teaching of undergraduate students.

For further details and application forms, please apply to the Director of Education, County Hall, Durham DH1 1GU, on receipt of a stamped, addressed self-addressed envelope.

Colleges of Further Education

DURHAM COUNTY COUNCIL DURHAM AGRICULTURAL COLLEGE

PRINCIPAL (4-8)

Applications are invited for the above post of Principal at Durham Agricultural College (Salary Scale points 4-8). The appointment will be effective from 1st September, 1982.

DURHAM COUNTY COUNCIL

Colleges of Higher Education

Rolle College, Devon

Applications are invited for the following appointments to commence on September 1st, 1982.

Head of Faculty of B.A. Studies (Grade VI)

This new post has been created to coordinate work within the Faculty of B.A. Studies. Applicants should hold a higher degree, preferably having undertaken research and be widely experienced in teaching and developing curriculum within the framework of a B.A. Degree.

Principal Lecturer to coordinate courses of training for Nursery and First School

Applicants must have good academic qualifications and recent experience in nursery and infant schools. The ability to lead research in this area would be an advantage. The teaching commitment of the person appointed is negotiable.

Lecturer II in Geography

Applicants should hold a higher degree and/or have research experience in the field of Human Geography. In addition it would be an advantage for applicants to have an interest in Regional Geography.

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Applicants should be graduates and have recent experience in Schools. The appointment will involve work with undergraduates (B.Ed. and B.A.) and in-service teachers.

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A well qualified person with good school experience is sought for one year to replace a tutor on study leave. The teaching area required is a contribution to curriculum studies and other professionally based courses.

Salary scales (under review): Lecturer II £9,482-£10,451; Principal Lecturer £11,298-£14,236; Head of Dept. Grade VI £15,045-£16,580

Application forms and further particulars relating to these appointments may be obtained from: The Secretary to the Technical, Halls College, Embsay, Devon EX2 2AT (Tel. 6944)

The closing date for the receipt of completed applications will be 23rd April, 1982.

OXFORD POLYTECHNIC

Faculty of Educational Studies

Department of Educational Development

LECTURER II/ SENIOR LECTURER

Applications are invited for the above posts for one year, to contribute to the development of the Department of Educational Development. The successful candidate will be expected to have a PhD in Education and to have had experience in the teaching of undergraduate students.

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Roehampton Institute

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ASSISTANT REGISTRAR

Applications are invited for the post of ASSISTANT REGISTRAR at WHITELANDS COLLEGE, West Hill, Putney. The Assistant Registrar at a College is responsible to the Registrar for the day to day running of the office in handling course enquiries, applications, admissions, examinations and records relating to students admitted to the College.

Salary: NJC/APTC Grade AP3 - £8,567 to £7,248 per annum, including London Allowance. Hours are 35 per week, annual holiday entitlement is 22 days, and a superannuation scheme is available.

Application forms and further particulars can be obtained from: R. A. Fennell, Assistant Secretary, Roehampton Institute of Higher Education, Richardson Building, Digby Street College, Roehampton Lane, London SW15 6PH. Closing date for applications: Friday, 23rd April, 1982.

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affiliated to the University of Leeds

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To join a lively Music Department offering BA(Hons), BA(Ord), BED and PGCE courses. Applicants should possess a high standard of practical musicianship and a good knowledge of 20th-Century music. Experience in any of the following areas welcomed: primary & secondary teaching, choral training, creative musicianship, electronic studio work, and inter-disciplinary arts studies.

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Further details and application forms to be returned by 15th April, 1982 from the Principal, Bretton Hall College, West Bretton, Wakefield, West Yorks. WF4 4LG. Tel 092-485 261.



CHIEF PROGRAMMER

To be responsible for the provision of a computer advisory service, for co-ordinating the training of College staff in computer techniques and producing computer service documentation. Applicants should be well qualified and have experience of computing in the educational field or providing a similar service. Relocation assistance is available where appropriate.

Salary £10,275-£11,517. Application forms and further details may be obtained from: The Personnel Office, Hull College of Higher Education, Inglemire Avenue, Hull HU7 5LU. Tel: (0482) 448908

Closing date for receipt of completed application forms is 15th April, 1982.

LONDON SCHOOL OF EDUCATION

LI IN CHINESE

Candidates will have an appropriate academic background (equivalent to the degree level) and should have had experience in the teaching of Chinese as a second language. The successful candidate will be expected to have a PhD in Education and to have had experience in the teaching of undergraduate students.

For further details and application forms, please apply to the Director of Education, County Hall, Durham DH1 1GU, on receipt of a stamped, addressed self-addressed envelope.

LONDON SCHOOL OF EDUCATION

TRAINER/ADVISER AND LANGUAGES TILES (Re-advertisement)

The college, in association with the London School of Education, is establishing a new department for the training of teachers in the use of language tiles. The successful candidate will be expected to have a PhD in Education and to have had experience in the teaching of undergraduate students.

For further details and application forms, please apply to the Director of Education, County Hall, Durham DH1 1GU, on receipt of a stamped, addressed self-addressed envelope.

Application forms and further particulars relating to these appointments may be obtained from: The Secretary to the Technical, Halls College, Embsay, Devon EX2 2AT (Tel. 6944)

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Further details from: The Director, Dorset Institute of Higher Education, Wellisdown Road, Poole, Dorset, BH12 5BB. Tel: 0202 524111

CHESTER COLLEGE OF HIGHER EDUCATION

LECTURER IN SCIENCE

Applications are invited for the above post for one year, to contribute to the development of the Department of Science. The successful candidate will be expected to have a PhD in Science and to have had experience in the teaching of undergraduate students.

For further details and application forms, please apply to the Director of Education, County Hall, Durham DH1 1GU, on receipt of a stamped, addressed self-addressed envelope.

BEDFORDSHIRE EDUCATION SERVICE

SCHOOL OF HUMAN RELATIONS

Re-advertisement. Applications are invited for the following post: In Dance. The successful candidate will be expected to have a PhD in Education and to have had experience in the teaching of undergraduate students.

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The closing date for the receipt of completed applications will be 23rd April, 1982.

Colleges of Technology

KENT COUNTY COUNCIL EDUCATION COMMITTEE

RESEARCH ASSISTANT

A full-time post to assist with the preparation of Volume II of a major business history. Remuneration at appropriate SSRC rates. Located in the City of London. Starting time: August-September 1982. Successful candidate will have a sound first degree in economic history, modern history, or some related discipline. Further research experience in these, or similar fields, is also essential. The post would suit a graduate student in the final stages of completing a PhD dissertation; and a candidate in this, or similar, situation would be preferred.

Applications, including a full curriculum vitae and two academic references, should be sent to: Clive Trebblecock, Pembroke College, Cambridge.

Pembroke College has no direct involvement in this project.

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Research and Studentships continued

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Applications, including a full curriculum vitae and two academic references, should be sent to: Clive Trebblecock, Pembroke College, Cambridge.

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IMMEDIATE ADVANCES £100

Applications are invited for the above post for one year, to contribute to the development of the Department of Personal. The successful candidate will be expected to have a PhD in Personal and to have had experience in the teaching of undergraduate students.

For further details and application forms, please apply to the Director of Education, County Hall, Durham DH1 1GU, on receipt of a stamped, addressed self-addressed envelope.

EDUCATION OFFICER

The Saudi Arabian Educational Office in London needs an Education Officer with full competence in all matters related to the British educational system particularly in higher education.

Applications should be sent to: The Saudi Arabian Educational Attaché, 29 Belgrave Square, London SW1.

Overseas

Gothenburg University, Sweden

Professorship of Spanish

Applications are invited for a tenured professorship of Spanish. The work includes teaching, mainly on the graduate level, in Spanish language and literature, supervision of doctoral theses in the same area, and administrative duties. The teaching load will consist of 4-6 hours of class teaching per week during term time (approximately from September 1 to June) and thesis supervision (no normal limit). In addition, the holder of the chair will be expected to direct the activities of the Ibero-American Institute at the University.

The initial salary is currently Sw. Kronor 140,000 (c. \$30,000). Knowledge of Swedish is not essential on appointment, but will eventually prove indispensable. Each School offers graduate support staff. Laboratory facilities are excellent. The School has a number of laboratories including a micro-processor laboratory and a computing laboratory based on a PRIME 750. Students and staff have access to the Institute's mainframe, installed in the Computer Centre and a large Level 6 mini-computer in the Computing Sciences building. The School is active in research and consulting to industry.

The current academic establishment is 41 in two departments: Computer Sciences and Information Systems. The Department of Computer Sciences includes systems architecture, operating systems, languages and processors, performance evaluation, microprocessors, programming, the theory of computing, non-commercial applications of computers and supporting mathematics. The Information Systems Department is primarily responsible for courses in data base management, systems analysis and design, commercial programming, communications, information systems and data processing management.

Successful applicants should have a degree in Computing Sciences, or a degree in another discipline and considerable experience in computing. Previous teaching experience would be an advantage.

For further details and application forms, please apply to the Director of Education, County Hall, Durham DH1 1GU, on receipt of a stamped, addressed self-addressed envelope.

GALIFORNIA UNIVERSITY OF DAVIS

LECTURERS

Salaries for these positions are as follows: Principal Lecturer: \$43,285 (Level 3), \$435,680 (Level 2), \$437,071 (Level 1). Initial appointment of Principal Lecturer will be made at Level 3.

Senior Lecturer: \$42,127 to \$43,782. Lecturer: \$40,983 to \$42,539

The appointment conditions which exist for Lecturers and Senior Lecturers from overseas are an initial 3 year contract followed by a further one year contract with the possibility of an indefinite appointment thereafter.

For Principal Lecturer the initial appointment is by way of a 3 year contract followed by a further contract or the possibility of indefinite appointment. In certain circumstances, the opportunity exists for indefinite appointment at all levels, from commencement of duty, however, this is subject to negotiation.

Fares and contribution toward removal expenses are provided for overseas appointees. To benefit from this provision, overseas appointees will be expected to enter into a service agreement to remain with the Institute for a minimum of three (3) years. A Housing Loan Scheme is also available. With consent of Council, academic staff are permitted to undertake limited consulting work.

Applications close on 11th May 1982. Written applications should include: Address, phone number, personal particulars, evidence of qualifications; publications; research work undertaken; nature of interaction with business organizations; and the names and addresses of three referees from whom confidential reports may be obtained.

Applications are to be sent to: The Office Secretary, N.S.W. Government Offices, 66 Strand, LONDON. WC2N 6LZ. Printed information providing additional information about the position of Principal Lecturer is available. For all positions, printed information regarding salary range, conditions of employment and related matters is available on request.

Colleges of Further Education

DURHAM COUNTY COUNCIL DURHAM AGRICULTURAL COLLEGE

PRINCIPAL (4-8)

Applications are invited for the above post of Principal at Durham Agricultural College (Salary Scale points 4-8). The appointment will be effective from 1st September, 1982.

For further details and application forms, please apply to the Director of Education, County Hall, Durham DH1 1GU, on receipt of a stamped, addressed self-addressed envelope.

DURHAM COUNTY COUNCIL

CHIEF PROGRAMMER

To be responsible for the provision of a computer advisory service, for co-ordinating the training of College staff in computer techniques and producing computer service documentation. Applicants should be well qualified and have experience of computing in the educational field or providing a similar service. Relocation assistance is available where appropriate.

THE NEW SOUTH WALES INSTITUTE OF TECHNOLOGY SYDNEY, AUSTRALIA

The New South Wales Institute of Technology is established to provide a wide range of courses for those entering or already employed in industry, commerce and government and to undertake applied research. The teaching and research activities of the Institute are carried on in seven Faculties with a total enrolment of some 6,700 students studying in more than 20 major undergraduate programmes and a number of graduate courses.

The Institute invites applications for the following Academic appointments.

FACULTY OF BUSINESS STUDIES SCHOOL OF ACCOUNTING

PRINCIPAL LECTURER IN ACCOUNTING

The School of Accounting provides undergraduate education for persons seeking vocational skills in accounting through a broadly based business degree with a strong emphasis in accounting and finance. The School also participates in the Faculty Graduate Programmes for mid career vocational managers who are seeking to upgrade and update their existing skills. The MBA programme includes accounting and information systems subjects serviced by this School.

The School already has a good record of achievements in its teaching programmes for undergraduates and graduates. The Principal Lecturer in Accounting, in addition to his teaching responsibilities, he will be expected to give strong leadership to the School in applied research and in developing effective communications with business firms etc., for case writing and student project opportunities. There will be some administrative duties.

Applicants should have a higher degree and an appropriate mix of teaching experience and practical experience in business or government.

SCHOOL OF MARKETING SENIOR LECTURER IN MARKETING

The Faculty of Business Studies offers a Bachelor of Business Degree and through its School of Marketing conducts a concentration in Marketing. The Master of Business Administration and the Graduate Diploma in Marketing are also offered.

The School of Marketing, with an establishment of eleven academic staff, provides a comprehensive offering of undergraduate and graduate subjects in Marketing, Advertising, Distribution Management, Sales Management, Research, Consumer Behaviour, Advertising, Distribution Management, Sales Management, Quantitative Analysis and International Marketing. The School is located adjacent to the central business district of Sydney. Support facilities include a new Honeywell computer system and excellent library services.

Applications are invited for the position of Senior Lecturer in Marketing within the School of Marketing, Faculty of Business Studies. The candidate should possess post graduate qualifications in marketing and should give evidence of teaching and research activities.

Preference will be given to a person whose



# Don's diary

## Tuesday

Rise early and have to remind children that daddy is off to New Caledonia today. Their indifference dismays me at first, but as I only returned from a conference in New Zealand on Sunday it's perhaps not very surprising. Two-hour flight; plane full of tourists bound for Fiji or the Club Med in Noumea. Decide to get into training by drinking lots of free wine with lunch.

Nobody to meet me in Noumea, but I recognize the proprietor of the airport bus service who informs me that I was expected on the plane from Tahiti and that he'll run me into the city (53 km away) where I'll be met. Excellent dinner with friends. Lots of wine, and conversation about politics, colleagues and above all the next two days' meetings.

## Wednesday

I am here for the annual general meeting and then the governing body meeting of CREIPAC, an international university centre set up two years ago for students of French, mainly from Australia and New Zealand. They come here for intensive stages of up to five weeks. It's the best we can do in this part of the world for study abroad, but with proper organization and goodwill an immense amount can be achieved, and it's been a great success. I'm representing the region's French departments as well as the association of French-speaking universities. Spend the morning with the centre's director, a colleague from New Zealand and a representative of French foreign affairs preparing the meeting. Copious lunch with lots of wine at the St Hubert, a charming 120 year old cafe-restaurant in the main square, the Places des Cocotiers.

In the afternoon chair the AGM, which the treasurer is ably assisted by a nobody can understand his financial report. Relaxed radio interview followed by a disastrous TV interview. Then dinner at a superb restaurant run entirely by nuns, with the best wine list in Noumea. All the customers are expected to join in or listen to hymns at 10pm, but the food and wine are worth this slightly offensive ritual.

## Thursday

Up at six, writing "Don's Diary". I'm housed in a flat rented by the centre and situated in Noumea's blocks very much out of place in the South Pacific. But the view over the bay to the south is still barely interrupted. A detective in the *Neuve-hor* series called *Yoko von Bismarck* is set largely in this area. It contains a scene in which a flock of cagous, the symbol of New Caledonia, take flight. Which is fine except that, like the New Zealand kiwi, they are unable to fly.

The governing body meeting is difficult to chair since it is full of politicking, and at least one very useful person is not elected on political grounds. As a result, we risk being seen as a local pro-integration party, which will be embarrassing if (he when) independence comes. After another copious and fairly alcoholic meal the director and myself have an appointment with the telephone authorities who inform us that we can't have a public phone installed for the use of students and the other 3,000 inhabitants of the towers since they're just not installing any more public telephones anywhere. Then I see a local law lecturer who requests documentation from my university. Free evening spent watching television (worse even than Australian commercial TV, but excellent for students' French).

## Friday

Up at six and catch a bus into town. I am the only white passenger. The

Melanesians make up 42 per cent of the population, followed by Europeans (36 per cent) and then a host of other nationalities, especially Wallisians. Although nearly all Melanesians are pro-independence, most of the other non-whites are for the *status quo*, which means that independence cannot be achieved by the electoral process. Fortunately the Melanesians are a very gentle and peaceable people, and any serious violence is far more likely to come from white extremists. Nobody here really knows what the Mitterrand government intends to do, that is, nobody believes what it says.

After two hours' shopping, return to the centre where the director and I have lunch with an airline executive to discuss among other things the opening of a direct Melbourne-Noumea air link. Appointments all afternoon, first with an official in the High Commissioner's office, then the *Vice-recteur* (director of education) and finally an official of the company whose apartments we rent. After which I visit a New Zealand colleague hospitalized with septicemia and arrive, late and exhausted, at the apartment of some *caldoche* friends. *Caldoche* is the name given to whites who were born here; they often refer to the *metros*, administrators and others who are sent from France for short periods only. My friends are very worried about the situation here, and are horrified to learn that I traversed the centre of Noumea at night and on foot. But when I suggest that they transfer some of their money to Switzerland or France, they reply that this would represent a betrayal of the country.

## Saturday

Prick and then go down to the *patisserie* for my last croissant. A friend drives me to the airport through a savannah-type landscape dotted with *niaouli*, the stunted local version of the ubiquitous eucalypt. On our right is the spectacular mountain chain dividing the relatively arid west coast from the lush, tropical east coast which is also the seat of the independence movement, along with the Loyalty Islands. The mountains are also the source of New Caledonia's only export: nickel. It has some 35 per cent of the world's reserves, but the bottom dropped out of the world nickel market some ten years ago.

Cynics here say that it's also in the French government's interests for nickel not to do too well, since a healthy nickel industry would be an economic incentive for independence. At the airport join the queue of despondent Club Med people - it has rained nearly all week. It's raining in Brisbane too, and wretchedly hot - far worse than Noumea. Spend most of the afternoon on the phone: a colleague is very ill indeed, and we desperately try to change teaching schedules must be made. We have virtually no part-time teaching funds.

## Sunday

Go into department and sort out mail, begin writing report on Noumea and generally try to put things into some kind of order.

## Monday

Continue sorting out papers, see colleague. This is orientation week, with first semester starting Monday. Sandwiches for lunch, washed down with water.

## Michael Spencer

The author is professor of French at the University of Queensland, Australia.

## Going's good but betting is better



Patrick Nuttgens

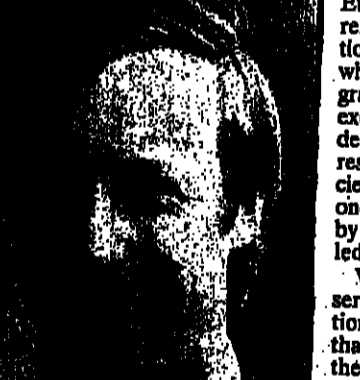
Now that the flat racing season is here again and the grass beckons and the sun occasionally shines, I am tempted to turn my attention to horse racing and my own record as a punter.

I know nothing of the subject and can therefore write about it with confidence. What I used to know about it was gleaned from a fellow student in the school of architecture in Edinburgh College of Art, who had been an officer in the British Army, spoke with a fine cool English accent and spent many hours thinking about form (my vocabulary is extending itself to encompass the subject). I remember him crouched on the grass outside the college watching a spider crawling across the page of a newspaper with the list of runners for that afternoon and seeing in his face an expression of concentration and hope that I did not usually see on his face when he was at work in the studio. Where the spider paused - or perhaps defecated - on top of a name, he wrote it hurriedly down, placed a bet and lost.

My record was at first nearly as bad. I travelled down to Cambridge one week to stay with a school friend who introduced me in a pub to a man who knew all about the horses at Newmarket and gave me a red hot tip for the afternoon's race. He was so impressive that I placed all my money with him; it wasn't much and, trebling it would have been very useful. None of my friends showed any sympathy at the result and simply shook their heads sadly as I set off back to Edinburgh hitch-hiking and starving. I vowed never to bet again and would have stuck to my resolve if it hadn't been for an Irishman who had been studying dentistry for 14 years and was an expert on horses.

We were inhabitants of a small hostel at the time. When the Derby came round - or maybe it was the Grand National - he gave us a tip, which some of us followed and were rewarded; the outsider he had recommended came in first. My shilling earned me nearly a pound. If only we had known how well informed he was, we could have cleaned out the bookies.

So the next year (he was still studying dentistry, having taken out the wrong tooth at the final examination) we started working on him in good earnest and prepared the ground for a massive operation which was going to make history.



Keith Hampson

Rab Butler presided over the nearest thing to a non-inflationary boom that this country has seen. Such a politician however that until his death the world had forgotten his extraordinary track record: from 1951 to 1955 as Chancellor of the Exchequer, a longer stint than even Denis Healey's, and infinitely more successful.

What made Rab's name live on was the brilliance of his achievement in designing and carrying the 1944 Education Act through the Tory Party; and the Commons.

As a piece of draftsmanship it would be hard to better. Its lucidity and its comprehensiveness. Every Government since that has toyed with the idea of a new all-embracing education act has always found the pitfalls too great while the 1944 Act's words have proved infinitely flexible, capable of embracing any and every evolution of our educational thinking.

## Going's good but betting is better

give us the good news. The horse we had put all our money on was called Catherine II or something similar. We heard that it had arrived at the starting post and listened with bated breath to hear more about it. We never heard about it again. It was only at the end of the race that the commentator, looking back at the event, mentioned that one horse had died before getting going. It was Catherine II.

The Irish dental student was mysteriously taken ill and did not appear in the hostel for weeks afterwards. So we didn't have him to talk to. Nor could we talk to one another. The pain of the whole event was too great for words. We now know how those heroes of the war had been able to rise above disaster without a word.

In more recent years I have set the record straight and recovered my self-confidence. Shortly after I took up a post at York University, the porter looking after the Institute of Architectural Studies told me confidentially that the races were on at the Knavesmeire and we ought, in loyalty to the city, to put in an appearance and behave like true citizens of the ancient city. So I locked the institute, phoned a note to the door saying "back in five minutes" and sped to the racetrack on the back of his scooter. He showed me the tote, advised me which horse to put my money on and went across to watch. I put my money on, watched my horse win, collected my takings and walked back to the institute so as not to spoil my record.

And my reputation as a race winner carried on. One day I went into the Yorkville Club, where the members used to arrive on horseback in the old days, and was asked to put my name down for the sweep and choose the number of a horse for the Ebor Handicap. At the time I was reading about the Golden Section and had just been thinking about the Fibonacci Series, so I chose a number from the Fibonacci Series, and won. "I can see you've got a system," said one of the senior members as he watched me write down numbers and choose one. He stood me a few whiskies to find out all about it and told me later that he had tried it out disastrously. "Le Corbusier says it makes the bad cubit and the good easy," I muttered darkly and hurriedly left.

On the other hand, it may have been too loose. It failed to set a creative new impress on British grammar schools, whose public-school type prefectorial thinking and predominantly intellectual diet set quite different from the rest of Europe. They were built on and reinforced by a broad set of assumptions shared with the universities, whose primary focus was the undergraduate honours degree. The system exerted a subtle influence on a student's judgement and values. The result was a failure to develop sufficiently what Dr Patrick Nuttgens once called "an education informed by action rather than inert knowledge".

Why I so dislike the pious lip-service now accorded by the education world to the Robbins report is the defence of the academic character of the university against the contamination of the age-old pressure to attain the educational system to the needs of productive industry.

This was why Crosland created the binary divide. Not unaturally, this division of higher education perpetuated distinction between academic education for gentlemen - provided in the universities - and the vocational education of the other ranks offered by local authority institutions.

Vice-chancellors will now all rush into print to prove how much the universities have changed in a vocational direction over the last two decades. I won't deny it, but I doubt whether the earlier broad canon schooling has taught them only that study is meaningless and boring. In many ways the comprehensive revolution made the adoption of a German-type alternative technical curriculum more difficult. We revert to the idea of technical schools. So is on the FE sector that we must focus. Long neglected by all governments, its importance to the future cannot be underestimated. But it needs a face-lift; it needs selling. We need to recreate "The Tech".

## LETTERS TO THE EDITOR

### University researchers need a clear career structure

Sir - Your leader and the extensive reports from the Leverhulme seminar draw welcome attention to the critical situation now facing research in the universities. Since much of Britain's standing in basic and applied research relates to activity in this sector, and since observation and the existing evidence widely quoted from the survey published in *Le Monde* suggest a clear decline already established in that standing, we are talking about the future of our national capability in this area.

This association has long criticized the structure of research in British universities. The leaving of the day-to-day conduct of research to a pool of newly-graduated recruits, employed either on short-term contracts or on studentships, with supervision from staff whose ostensible appointment was as teachers, was never easy to justify. Among other oddities, it has always been true to say that these short-term appointees spent half their time learning their trade, rather than practising it. That the system worked related to the young researchers having - in the context of an expanding sector - a clear career expectation, albeit as a "teacher". That has now changed. We are heading for a situation in which Britain's research effort will rest upon the efforts of the half-trained 20 plus group, directed by the over-burdened 50 plus group

## Adult politics

Sir - As the organizers (and two of the contributors) to the conference on "The Politics of Adult Education", we are pleased that Peter Wassell (*THES*, March 19) considered the papers presented to be of a high standard. However, he does seem to be labouring under a number of misapprehensions concerning the nature and purpose of the conference. The weekend was concerned with the *political analysis* of adult education, not with the *provision* of political studies in adult education.

Moreover, although it is true that most contributions were made from a broadly socialist perspective, it is certainly not the case that any of us were arguing explicitly or implicitly for an exclusively socialist adult education structure and provision. On the contrary, there was a strong plea

## UCL independence

Sir - A change in the funding arrangements for University College, London is, ritually, of national significance. We read that the college is unanimous in its support for direct access to the UGC and can only presume that the provost has passed over the opinion of the student body by accident.

UCL union has debated the issue in general meeting and it has also been considered by the University of London union general union council, a delegate meeting of all the student unions in the federal university. Both unions are united in the condemnation

## UCL independence

of a strategy which may secure funds for parts of UCL at the expense of smaller schools and the present structure of the university. We are also aware of the other wider implications suggested in your leader, and will be working within college and university to preserve the present system of academic and financial planning structures of a unique University institution.

Yours faithfully,  
MARTIN YOUNG,  
President,  
University of London Union.

## NAB on trial

Sir - Your editorial (*THES*, March 26) urging a fair trial for the Interim National Advisory Body might have had more appeal if it were not merely based on the hope that it is the only NAB we are going to get.

The fact that the NAB is the only coordinating body we have means that we must hope that it will arrive at some useful decisions - even if the local authorities are going largely to ignore them and even if the power politics which determined its composition malmed it in the eyes of the academic community from the outset. But to suggest that those opposed to the present form of the NAB should use their best endeavours to ensure that its existence is prolonged is really to put partisan support of that body too far above reason, especially when the decisions for which you urge support will be determined by economic and local political considerations rather than academic factors.

The best way of attracting cooperation from the proponents of a different form of national body is to assure them that there is a genuine commitment to improving the system.

There is a very real difference between making the unworkable work, getting the best out of the poor system you have got while seeking to change it, and putting a veneer of respectability on the unacceptable so that it will be retained. It seemed that your editorial was arguing for the last of these activities.

Yours faithfully,  
DR A. J. POINTON  
National Secretary,  
Association of Polytechnic Teachers.

## Antarctic notes needed

Sir - For a survey of the *Aurora Australis* (the book produced by the Shackleton Antarctic Expedition, 1907-09), I need references about the book, Shackleton and the members of his expeditions, particularly those that appear in the non-Polar literature.

Yours faithfully,  
JOHN MILLARD,  
18-86 Broadway Avenue,  
Toronto,  
Ontario,  
Canada, M4P 1T4.

## Wrong poly

Sir - With reference to my letter (*THES*, March 19) may I apologize to the Polytechnic of the South Bank. Any reference to that Polytechnic in the penultimate paragraph should have read ILBA's Polytechnic of Central London. I am certainly aware of any dilemma at the South Bank.

Yours faithfully,  
MICHAEL J. BROWN  
Portsmouth Polytechnic,  
Museum Road,  
Portsmouth.

## Wanted

Wanted: a person to write a book on the history of the polytechnic movement in the UK. The book should be written in a clear, concise and readable style. The author should have a good knowledge of the subject and be able to write in an engaging and informative way. The book should be approximately 200 pages long and should be completed by the end of the year. The author should be able to provide references and sources for the information used in the book. The book should be written in English and should be suitable for a general audience. The author should be able to provide a copy of the book to the publisher. The publisher is interested in hearing from anyone who is interested in writing this book. Please contact the publisher at the following address: [Address].

Derek Betts is regional official for Northern Ireland and Jean Bocoock assistant secretary for higher education of Natfhe.



Natfhe has long believed that the existence of the binary system is divisive and a major impediment to rational and sensible planning. It is not a view that has hitherto commended itself to this Government. Nor does Natfhe believe that the way to end the binary system is to transfer selected institutions into the university sector. This would merely create another barrier which would in turn be no less divisive.

It would be easy to make sectional and defend sectional interests. This is not the purpose which Natfhe has in mind for the essential task is to maintain and expand student opportunities particularly in Northern Ireland where levels of unemployment are proving devastating to the morale and opportunities of young people. Investment in the education system at all levels is essential if the young people in the province are to have a future.

The Government skirts rather than tackles the problems of the binary divide and there must be serious danger that in consolidating all higher education into the university sector (with the exception of the three colleges of education - and therein lies another tale) that the gulf between further and higher education will be widened and deepened.

The UGC has hitherto had no understanding of the further education system and has not shown itself particularly responsive to the necessity of building and maintaining links with FE colleges. This is hardly perhaps surprising since this has never been a major source of recruitment to the university sector. But it is a major source of recruitment to polytechnics just as the linking of opportunities for students to move from part-time to full-time study, from higher diploma and certificate courses to degree courses has been an essential feature of extending opportunities for the non-traditional. A level entry into higher education. This is certainly something which the association will want to see preserved, maintained and extended in any solution to the problems of higher education in Northern Ireland.

Yours faithfully,  
Derek Betts  
Jean Bocoock

Association of Polytechnic Teachers

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